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ABSTRACT

As part of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Records and Archives Management Program (RAMP), this document presents guidelines for the development of basic training programs and courses in archives administration and records management that are particularly aimed at the training needs of developing countries. Following introductory material, the report provides recommendations covering six areas: (1) infrastructures, or the preconditions and elements of planning for training in archives and records management; (2) institutional factors, including those related to facilities, equipment, financial support, staff, and students; (3) educational factors, including those related to training objectives and target groups; (4) entrance levels for professionals and paraprofessionals; (5) the scope and range of curriculum development in archives and records management, including factors related to core courses, courses in common with related professions, and elective courses; and (6) the construction of specific courses for professionals and paraprofessionals. A summary listing of all the guidelines is also provided, as well as a 64-item bibliography on the planning and construction of a curriculum and teaching program in this area. (ESR)

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Guidelines for curriculum development in records management and the administration of modern archives : a RAMP study

prepared by
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General Information Programme and UNISIST
United Nations Educational,
Scientific and Cultural Organization

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PREFACE

The Division of the General Information Programme of Unesco, in order to better meet the needs of Member States, particularly developing countries, in the specialized areas of records management and archives administration, has developed a coordinated long-term Records and Archives Management Programme RAMP.

The basic elements of the RAMP programme reflect the overall themes of the General Information Programme itself. RAMP thus includes projects, studies, and other activities intended to:

1. Promote the formulation of information policies and plans (national, regional and international).
2. Promote and disseminate methods, norms and standards for information handling.
3. Contribute to the development of information infrastructures.
4. Contribute to the development of specialized information systems in the fields of education, culture and communication, and the natural and social sciences.
5. Promote the training and education of specialists in and users of information.

The present study, prepared under contract with the International Council on Archives - ICA - is intended to assist in the development of basic training programmes and courses in modern archives administration and records management, and to promote harmonization of such training both within the archival profession and within the broader information field.

Comments and suggestions regarding the study are welcomed and should be addressed to the Division of the General Information Programme, UNESCO, 7 place de Fontenoy, 75700 Paris. Other studies prepared under the RAMP programme may also be obtained at the same address.

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I. INTRODUCTION

1.1 The present Guidelines were prepared for UNESCO's Records and Archives Management Programme - RAMP - under contract with the International Council on Archives. The process which has led to their composition began with the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures, held in Paris in September 1974. The study by Havard-Williams and Franz prepared in connexion with this conference initiated much of the discussion and investigation which was necessary (37). In 1978 the Ad Hoc Committee on Education and Training Policy and Programmes called for further investigation of the subject, particularly on the question of the harmonization of archives training with training in library and documentation work (55). The promulgation of the Records and Archives Management Programme by the General Information Programme (PGI) of UNESCO in 1979 planned a series of Guidelines for professional practice into which the present work will fit (56). Finally, the meeting of Experts on the Harmonization of Archival Training Programmes, held at UNESCO Headquarters in November 1979, ended with substantial areas of agreement on the form which a training curriculum should have, including those areas in which direct harmonization (i.e. with library and documentation education) could apply (42). There were other chains of development. During all this time the development of documentation and information techniques, including training, has proceeded under the general label of UNISIST. In this context appeared the important Guidelines for Curriculum Development in Information Studies, produced for UNESCO by Professor W L Saunders in November 1978 (48). The present study is closely modelled on this. There have been several other influential reports and texts produced within the general context of information service training, and it is important not to see the present study as isolated from its general background and context.

1.2 The aim of these Guidelines is to help forward the development of education and training in the professional fields of records management and archives administration. Records Management is defined as "that area of general administrative management concerned with achieving economy and efficiency in the creation, maintenance and use, and the disposal of records".(64) It aims at achieving an accurate and complete documentation of the policies and transactions of an organisation, and at controlling, refining and simplifying records and record systems, and at the judicious preservation and disposal of records. Records are "recorded information, regardless of form or medium, created, received or maintained by an agency, institution, organisation or individual in pursuance of

its legal obligations or in the transaction of business".(64) Archives Administration (apart from being the theoretical and practical study of policies, procedures and problems relating to archival functions) is "the direction and management of archives"; and archives, in turn, are "non-current records permanently preserved, with or without selection, by those responsible for their creation or by their successors in function for their own use or by an appropriate archival agency because of their archival value".(64) Archival value refers to the value a record may have in the long term, as a source of information of use in research, or in documenting the activities of the originating institution over time.

1.3 The two fields of records management and archives administration are closely interwoven. In some countries records managers have tended to organise themselves as a profession quite separate from that of archivists, while in others no such split is apparent. The assumption here is that the normal and desirable situation is one where both kinds of work are done efficiently, and where the professionals who do them communicate closely. In what follows, the term 'archivist' is sometimes used to cover the activities of both records managers and archivists, but it is not intended to suggest that these groups are identical or that one should be subordinate to the other. There is a strong case for planning a common basic professional training for both records managers and archivists, and for career structures in these fields to be closely related.

1.4 There is a difference between education and training, a difference which is important when various levels of professional activity are dealt with. Both are important: training covers instruction in the actual processes which are carried out in an archives service, and seeks to ensure that these processes are efficient, aptly designed and effective for their purpose. Education is something more fundamental and wide-ranging. In the long term, probably the most important job done by archivists, for example, is the selection of records for preservation or destruction. In carrying out this process of selection, archivists are doubtless ready to be advised on the current administrative or legal value inhering in the records; but when it comes to identifying possible long-term values, they must draw on their own resources of experience, perception, and general culture: these things may be summed up as education. These Guidelines attempt to deal with both, but it is inevitable that more space is allocated to technical knowledge and processes. The reader is asked to bear in mind that training programmes should always be planned in the context of general educational development of the student.

1.5 These Guidelines must deal with training for the overall needs of the profession. They must include provision for entry to the principal career level for both archivists and records managers; for senior or managerial staff in both fields; and with paraprofessionals. They do not seek to deal, except incidentally, with the question of technical training for conservationists or other specialist staff such as reprographers.

1.6 The aim is to suggest a basic training programme providing the common ground work for all the workers involved directly in the professional management of archives and records. Apart from important differences of level and approach, there is a single body of basic training appropriate to the whole field. The desire to encourage harmonization has raised the question as to whether there should be some basic training for all workers in the information field. This question is not directly tackled here but it has not been possible to avoid a good deal of reflection on it. The Guidelines (sections VI and VII) are arranged as far as possible on a modular system, so that they can be adapted for those who do not need the whole of the basic course.

1.7 A set of general Guidelines such as these have a limited use. It is not likely that they will be suitable for adoption by any one particular training institution as they stand. They must be interpreted in the light of the local situation. This warning is more necessary in the case of archive and records administration than with librarianship and documentation. The character of archives and the systems which generate them are so deeply rooted in the cultural and administrative traditions of individual countries, that it is difficult to generalise accurately about them across cultural and linguistic boundaries. Also, the records and archives themselves (the accumulated material held by a records and archives service) is by definition unique, this uniqueness not being affected by the existence within the archive of a quantity of published or duplicated material or by the ability to make a large number of copies with modern equipment. Archives will always remain unique, and this makes very difficult any attempt to systematise all aspects of their administration in a worldwide archives science. All archives and records services, however, do share the characteristic that they should be user-oriented.

1.8 Subject to this proviso, the suggestions made here are intended both to raise professional standards and to systematise those standards as between nations. Particular training institutes will have to consider how far their application can usefully be made. Consequently there has been an attempt to avoid excessive specificity in the Guidelines and excessive detail in the curricular modules. In the general field of information studies it is particularly necessary to avoid

rigidity. It should be possible to accept the principles of an international standard without slavish obedience to a code.

1.9 In practice, the Guidelines must be aimed primarily at the training needs of the Third World. It is not suggested that there should be a different standard of professional excellence for developing countries. The investment of scarce funds in this branch of the information infrastructure is a serious matter in a developing country, and the archives and records management services there may well have to justify themselves by results much more rigorously than their parallels in a developed country. The archivists of the more advanced countries have in this way much to learn from the experience of their colleagues in the developing countries. This is particularly so where practical records management or the harmonization of information courses is concerned. In fact training in most developed countries is far from being fully developed, and there is an urgent need for a general standard for basic professional training which will highlight areas where there is need for adaptation or for the revision of traditional attitudes.

1.10 It is often remarked that archivists and records managers are faced with pressures which pull in opposite directions. One aspect of this contrary pull is the tension between the archivist as administrator and the archivist as researcher. At a deeper level, these tensions counterbalance themselves and become a unity: the records manager, serving the information needs of a current administrative body, and setting up a structure for the regular appraisal and disposal of its records, can easily see himself as working towards the same ends as his colleague the archivist in a historical collection, or working for the conservation and exploitation of the historic archival treasures of the realm. In many parts of the world the historical origins of archival training are in the second sector, and records management has come as a late, and not always welcome, intruder. In other, very influential, parts of the world, the situation is almost the reverse of this. It is the view of the present work not only that there is the unity lying at the root of all archives and records management which was referred to above, but that this unity ought to be expressed in the training of recruits to the profession. Therefore, although there will, in the long run, be a need for specialists in the advanced practice of some aspects of the profession's workload, it is assumed that as far as basic initial training goes, the best way is to provide a basic course which all should complete. This is a point not yet agreed upon in the developed countries, or not explicitly and universally. In the developing world the point is accepted pragmatically, in the sense that any training that is offered at the

right time has been taken up. It is a point of some importance for professional development, and is important, too, where the harmonization of archival training and other information studies is concerned. The present Guidelines argue for it, and are a step towards the formal advocacy of the principle in the centres of professional discussion.

1.11 The bibliography is intended to give references to additional information or discussion which may help in adapting these general outlines to particular situations. Beyond this it is to be hoped that individual lecturers and teachers of archives science and its branches will get used to drawing up course notes and outlines, comparing these to avoid overlap within the institution, and making them available for comparison in professional circles. This could be done through the International Clearing-house for Instructional Materials related to librarianship, documentation and archival work, situated at the University of Maryland (USA), and publicised through the FID Newsletter on Education and Training Programmes for Specialised Information Personnel.

1.12 It would be impossible to acknowledge individually all the distinguished colleagues who have given assistance to the compilation of this study. Probably most are represented in the bibliography. However if some may be particularly singled out, it should perhaps be those who participated in the meeting in 1979 on the harmonization of archives curricula, and those who very kindly contributed to the preparatory studies for that meeting. The name of M Bruno Delmas stands out among these, but thanks are gladly rendered to all. In the first months of 1982, a number of distinguished colleagues gave useful comments and suggestions, which have as far as possible been incorporated. I would particularly like to record thanks to Mr Artel Ricks, Mr S A I Tirmizi, Dr Vicenta Cortes and Dr Eckhardt Franz.

II INFRASTRUCTURES

2.1 General preconditions.

Successful educational and training systems in any field require some basic infrastructures. Yet countries and regions vary so much that it is difficult to be precise about what these basic requirements should be. These Guidelines should aim to be relevant to the needs of archivists working in a wide range of countries. Each should be able to find within the guidelines what is needed to develop training and to foster communication with other systems and regions. Future networking must be possible, and the end result must be a supply of professionals who can communicate with each other.

2.2 Successful education schemes for archivists, like those for other professions, emerge in environments where there are governments with modern development aims and a conscious interest in efficient administration. Without these there would be no way of getting official agreement on aims and strategies, on investment, on the general philosophy of professional development which is assumed in the programme. Part of such a government system is the structure of public education, which in turn must produce a supply of potential entrants emerging from the system at various levels, each level with a career expectation and a recognised level of salary and conditions of service. This feature is important, since not only does it account for the ideas behind attitudes of the public (a sympathetic appreciation here is in the last resort necessary), but it accounts for the adequacy or otherwise of the supply of qualified persons available for recruitment at any particular level. Public appreciation will no doubt follow where a tradition of service to users has been built up.

2.3 The need for an appreciation by the general public was mentioned above. It is likely that this climate of opinion will only come into existence when the country has developed a significant number of activities and structures in the academic and cultural area: universities, research institutes, museums. In parallel grows the idea that research of various kinds - some in support of administration and planning, some in pursuit of the disinterested furtherance of knowledge, especially knowledge about the society itself and its past - is of interest and value. Contacts with institutions and agencies abroad, indispensable today, will be carried on in the medium of one of the international vehicular languages. It is an important infrastructural feature, therefore that there should be reasonable access to one of those

international languages, preferably through the normal system of education. Also present will be a number of complex institutions, and the government itself, employing relatively large numbers of workers and carrying on complex activities which require orderly management and a planned supply of information, and which generate records and records systems. From this springs the need for trained personnel. Where this level of organisation exists, a structure of public information services often already exists - libraries, both public and special (perhaps also school libraries), and documentation services. There is a sense in which archives services depend on the prior existence of these: actually the existence of archives and the need to conserve and use them, may well be antecedent to the development of advanced or formalised information services. But it is unlikely that archives services will advance to the stage of development where they can demand and support training institutions until the sister professions are well organised also, and employing some numbers.

2.4 Finally, in this survey of necessary preconditions, there should be a certain level of technology available. It is true that archives services can be run manually. The materials which are to be managed - the records and archives - are generated as a matter of course by even the most primitive of organisations. However, though this may be admitted, it should also be recognised that access to copying equipment, repair equipment, microforms, and perhaps even to computers is an important element in providing modern user service. The likelihood is that access to technological facilities will play a growing part in the development of information services in the future, and will come to dominate professional thinking, and the approach to problem-solving in professional areas. For these reasons it would be difficult to envisage the establishment of professional training schemes in situations where access to at least some technolgical services does not exist, or where these services cannot be maintained.

2.5 Manpower planning

It is normal for a country, even in the earliest stages of development, to draw up a national manpower development plan, which will attempt to allocate the products of the national education system to the areas of employment where they are most needed. In some circumstances services have been omitted in such plans: where indigenous graduates are very few, their career expectations will be correspondingly high, and they will not be satisfied in occupations which do not yet everywhere enjoy high prestige.

However, this stage of development has been passed in most parts of the world, and there is now a good supply (sometimes an over supply) of graduates, who will therefore be prepared to take the less glamorous professions seriously. In this situation it is important that manpower plans for the information fields should be included in the national manpower programme. It becomes the duty of professionals then to see that the necessary briefing is given to the relevant ministry. Once embodied in the plan, the supply of information manpower, its recruitment and training, and its satisfactory disposition in a career structure, will not present the major problems which otherwise may be encountered.

2.6 Recruitment levels

National education systems produce persons educated to various levels. For our purposes, the most important level is that of graduation from university or higher education. It is a fact that archivists worldwide tend to be organised as a graduate profession. In a few countries at an early stage of development early training schemes have concentrated upon paraprofessional levels, recruiting from secondary school-leavers. Paraprofessionals are those who actually carry out the processes involved in records management or archives administration, under the general supervision of fully professional staff. These do have an important part to play, but ideally archivists ought to be university graduates and receive training in the framework of universities or similar academic institutions where there is interdisciplinary work, cultural and research activity and the habit of rational enquiry. The lack of this kind of activity has in many countries constituted an obstacle to the recognition of the value and function of information workers, and particularly archivists, by society and by government planners. Archivists must be encouraged to earn this new status, not only through the exploitation of information resources, but also through research and through service to users.

2.7 There will also be a need for the recruitment of some personnel for paraprofessional posts, at levels below that of the university graduates. There will be a need for some technicians, trained at a technical institution. But since the numbers involved in archives work (and indeed in information work generally) are small, there may well be a case for concentrating technical and non-graduate work in a single training centre, in order to avoid duplication of courses and to make the most of teaching expertise.

2.8 There is also a strong case for associating archives training with the training of librarians and documentalists in an institution for information studies. An archives department might also do well in an institution for management or administrative studies, but if this is done it should be allowed

a good degree of independence. No discipline thrives if it is overshadowed by an institutionally stronger alternative which is a rival claimant for resources.

2.9 Aims and pedagogical strategies

Following the comments made above on the nature of university teaching and learning, it is important that archives training/education, both at the professional (graduate) level and at the paraprofessional levels should break away from the educational methods of secondary schools, even where these are liberal. Any pedagogical method which stresses rote learning, the mechanical copying of notes, the uncritical acceptance of the authority of the teacher (in relation to the truth of what he is saying) works against the basic preparation of any professional worker in the information field. The goal is a self-reliant practitioner who can undertake his work with assurance because he can solve the inherent problems and also be certain of its value to society, testing this against criteria which he can establish. This aim is a challenge to any educational system, and will be a serious critique of many. It has been an important barrier, in many parts of the world, to the creation and maintenance of efficient and useful information systems, or archives services, that the personnel involved have not been able, because of their educational backgrounds, to evaluate their situation and plan the resolution of its problems.

2.10 Archives services and information infrastructures.

It is hard to imagine a successful scheme for professional training in a setting where the existing information services - not only the archives - are not in efficient operation. There is an inescapable need for practical in-house training as part of the training exercise, and this needs to be carried out in a good professional atmosphere. Similarly it is not easy to convey the value of documentation techniques to archives students if they cannot see them in use in an actual documentation centre. A functioning library service is needed for the supply of books, quite apart from providing the chance to see how such a service works and how its staff carry out the various functions, many of which overlap considerably with aspects of archives work. The areas of common interest between the information professions, and the fields in which they can work together to achieve political or public aims, the promotion of legislation for instance, have really to be seen rather than just read about. Professional education will also have to include at least

some knowledge about the progress of specialist technology as an aid to problem-solving in professional fields. This is difficult in a situation where the technology is absent or ineffective.

2.11 The better the information services which are to be used for visits and practical work, the better will be their influence on the preparation of future professionals with vision and understanding. The influence is of course mutual, for existing services will gain immeasurably from contact with students and beginners of high calibre and perceptiveness.

2.12 Status

As important as the state of mind and background education of the personnel, is the status of the posts to which they will be recruited, both in public esteem, and, probably closely connected, in salary scale. There are two problems: one where the salary scales allotted to archivists (and other information workers, for the sister professions largely stand or fall together) do not accord with the scales given to comparable workers in other fields - where archivists and librarians, for instance, are paid less than, say, general administrators. The second problem occurs where, although archivists and librarians are given scales which are appropriate in comparison with comparable posts in the public service, these public scales themselves do not compare well with the emoluments provided in the private sector or outside government. Archivists tend to be employed in public service and are therefore particularly exposed to this situation when it occurs. The depression of the public sector relative to other employment groups is a misfortune for any country, and the solution to the problem does not lie directly in the hands of archivists or of information workers (though they may help to bring the problem to the surface). One effect is that in situations like this the graduates of an archival training institute will be tempted, after graduation, to leave the industry for better opportunities in other work. That would be a waste of investment capital. It is not at all inevitable that archives work should be low on the list of desirable jobs, since it is a task which needs people of vision and offers the possibility of useful and exciting work. When this is being done there will be no lack of job satisfaction or of public recognition. The lack of status has the contrary effect: without it, entrants to the career are of too low a calibre, their work is unproductive and boring, the service fails, and there is a vicious spiral of decline. Where it exists this spiral must be broken.

It is difficult to

minimise the long term result of recruiting at too low a calibre, for then the wrong persons occupy key posts for many years: it is better to aim for adequate status and adequate recruits from the beginning, even where this means delay in getting the training process started. If these mistakes are avoided, there can be an upward spiral, where service-oriented work of visible public and social utility is tangibly rewarded.

2.13 The question of status effects the quality of the courses offered for the training of archivists. Training should be relevant and specific to the job, and should be taught to high standards. If this is done, students of high calibre will be attracted, and these in turn will improve the already high standards; there will be no descending spiral here again. The conclusion here must be that archives and records management training should be specialist and vocational, and be oriented towards supplying the manpower for archives and records services. It should not be regarded as one of the subjects taught as part of a general education.

2.14 Training abroad and at home.

There will often be a case for allocating some training to be done in foreign countries. This statement applies equally to the developed countries which have established adequate training institutions. Not only is the ability to compare and to have direct knowledge of alternative systems an important one, but the importance of international standards and even to some extent of international networks is growing. Looked at from this point of view the main value of practical experience abroad would be at leadership level.

2.15 In the case of developing countries there is a dilemma. Should they develop training schools within their own regions and eliminate the need to send students abroad - and in doing so suffer the risk that their students will not see the best standards in operation, or benefit from the enthusiasm and charisma of certain excellent teachers in the profession? Or should they continue to send students abroad, where under ideal circumstances they may get good teaching, see excellent standards in operation and know about the latest technology, but come home to something so different as to stifle initiative? Training should be relevant and appropriate.

2.16 Again, it may not be satisfactory to establish a training institute which is conceived as incomplete. If it trains only paraprofessionals, while the professionals go abroad, this only serves to depress the status and interests

of the local teaching staff, and the calibre of students who apply, or at least it may do so if the ethos of the school is not fully adjusted to what it actually sets out to do. In this case the school had better be in a technical or non-university setting, where there is full recognition of the intermediate level of the institution and where the teaching and backup methods are designed to correspond. But since professional archives work, linked essentially with research, is in its essence academic and managerial it will more likely be preferable to plan a training school to teach all levels and withfull academic accreditation. Even if for some years candidates are not available for the more advanced levels this may be a better target to aim at. If the goal exists in plan, staff will maintain their enthusiasm by themselves undertaking research and working for higher degrees (perhaps abroad) in expectation of the day when their own school will have expanded to its full potential.

2.17 There is a continuing role for professional bodies such as the International Council on Archives, its Regional branches, and national professional associations in advising on these policy questions. Together with aid agencies they also have a place in helping to find grants, bursaries and fellowships, where these are necessary in order to support individual students during training, particularly where this involves a period of study abroad.

2.18 Professional bodies may also expect that they will be consulted when the curriculum of a training course is being planned. However the final control over the shape of the curriculum and the way it is distributed to teachers for implementation, must be in the hands of the training institution, acting through its normal governing channels. Similarly, though well-organised professional associations may have a place in the registration or recognition of professional qualifications (especially where membership of the association is a requirement) the setting, marking and conduct of examinations must be in the hands of the training institution, again acting in accordance with its statutes. The best way to ensure this is to attach the training institution to a university, and this solution has the merit of bringing the students into contact with other disciplines (including research disciplines) and of providing academic and logistical infrastructures, together with a widely recognised status which it can confer on its degrees and diplomas. An alternative solution would be to make the archives and records training programme a part of an institute of information studies. In choosing between these alternatives, the question of student numbers is one crucial factor, but the question of the status of the validating body is one almost equally important.

III INSTITUTIONAL FACTORS

3.1 Financial and logistical support.

As with all other institutions, an archival training school needs a budget which covers capital expenditure and recurrent expenditure. These need not be great, in comparison with what is required for investment in some other technical forms of education. Sensible planning is essential to ensure the best possible use of available resources. However without sufficient money the project will not succeed.

3.2 Capital investment is needed to establish the school on its site and to provide the initial installations. These should be appropriately designed, and for this the right professional advice should be sought. Buildings should allow for three functions: teaching, technical work and support services.

3.3 Teaching rooms: the design of these has an important effect on the character of the courses. Formal lecture theatres, for example, cannot be used except where the students form a more or less passive audience sitting in strict rows. In an archives training centre, a rather different teaching situation is needed, one in which students and teachers can group themselves less formally, and yet at the same time can use any teaching technology (such as overhead projectors) naturally and conveniently.

3.4 The number of lecture, seminar and tutorial rooms is not calculated from the total number of students but from the number of meetings likely to be arranged at any given time. The outline curriculum should therefore have been worked out before the stage at which planning the building is finalised. It would be a pity if relevant activities were to be curtailed for lack of rooms, and one advantage of belonging to a larger institution, such as a university, is that accommodation can nearly always be found in other departments. By comparison with some other educational areas, the numbers of students will not be great. Studies on the design of two regional archives schools for developing countries (Southeast Asia and Anglophone Africa) indicated that classes of about 20 might be the largest to be coped with under normal circumstances (with a maximum of 30 in one case). In practice, much teaching would take place in smaller groups than this, and the student intake will presumably not be at its maximum in every year. In fact it would be desirable if student groups could be reduced to figures below this, but the need to provide an economical institution will militate against further reductions of the staff - student

ratio. A good physical atmosphere is always desirable, and this may include air conditioning in a tropical setting.

3.5 Technical rooms: the most important consideration here are the preservation and reprographics laboratories.

3.5.1 Preservation is a central component of archive administration. It is a technical subject, science-based. Practical repair operations are done by technically trained staff, who may therefore receive their training in a craft school or technical institute, and this has a bearing on whether or not the archive school is to embark on a laboratory or not. Professional oversight of the preservation programme is traditionally the concern of archivists, most of whom have tended in the past to lack a background in the physical sciences. It is recommended that developing countries adopt a very simple laboratory (60) using locally made materials wherever possible. Such a laboratory is not expensive, and would be capable of supporting an interesting and effective training programme in conservation management. The key question is whether it can be staffed or not. One generalisation may be attempted: where there is a laboratory, however simple, there should also be a skilled technician to maintain it as a base for teaching and research.

3.5.2 The same general considerations apply to the reprographics laboratory, except that the equipment (microfilm cameras and processors, chemical consumables, etc., are not usually simply made local products. Here too there is a suitable model (61). Airconditioning and a controlle environment are likely to be of great importance.

3.5.3 Both laboratories lend themselves to resource sharing, and to the offer of joint operational or research services.

3.6 Supporting accommodation: this includes:-

(a) individual teaching staff offices (essential)

(b) staff and student access to library facilities. A separate library is not recommended where there is any possibility of access to a larger library service, as in a university or national archives service: for one thing there is the question of the professional maintenance and administration of the library, and the integration of its catalogues. The supporting library must have a full collection of professional materials, regularly maintained and updated by an archives/records specialist;

(c) staff and student common rooms. Here again it may usually be best to integrate the archives students into leisure accommodation provided on the campus as a whole;

(d) administrative offices, including access to equipment for making and storing teaching aids.

3.7 Finally it will be necessary to consider to what degree of technological sophistication the school is likely to develop in the immediate future. Teaching technologies may include:

(1) pedagogical technologies such as film and slide projection, audio and video recording;

(2) informational technologies: microcomputer, access to mainframe computer via either an interactive terminal or a data processing facility;

(3) more developed reprographics (see 3.5.2 above). Possibilities may extend from rapid xerography, through the various forms of photographic or lithographic printing, as well as microforms with cameras, processors, readers or reader printers.

3.8 It should go without saying that there is often an advantage in sharing these facilities with larger organisations. By doing this there is the opportunity of getting a larger and more complex range of equipment; maintenance and supply is better, as is security; and there are advantages in the interchange of experience between staff and students when they meet and work with staff and students in other (probably related) disciplines. This is particularly true in the case of computer studies.

3.9 Account must be taken, in initial planning, and in the accommodation allocated, of these technical and scientific developments, and of the school's likely attitude to them over an agreed number of years into the future. It should not be forgotten, especially in developing countries without easy access to imported materials and expertise, that a simple and inexpensive installation relying on manual skills and local materials, may well be a better approach, and should in most circumstances also be a feasible one.

3.10 Students and staff need financial support. Staff salaries are of course a component in the recurrent financial arrangements for the support

of the school. The support of students must also be provided for. Normally this will be in accordance with the general arrangements made in the country for students: probably there will be some form of publicly provided grant, or loan. There must also be provision for the housing and feeding of the students, presumably once again in association with the student body of the larger organisation. These questions become more important where students are accepted from other countries or regions, the more so as these will have to remain in residence during periods which, to indigenous students, would be periods of vacation.

3.11 In ideal circumstances the training school may have the disposition of advanced studentships or a number of bursaries or grants for student maintenance to be used for fellowships. These can bring forward selected students for further study, research or specialised training. This can be a most useful facility, and has been used to good effect by many academic foundations. It will be particularly valuable if indigenous teaching staff have to be trained.

3.12 Staff

In the context of an archives school it is difficult to establish a definite figure for the desirable staff-student ratio. The IFLA standard for library schools is 1:12. Certainly it would not in principle be desirable for an archives school to fall below this. But the special problem of archives schools is generally that they must teach a very wide range of subjects to a relatively restricted number of students. It is not likely that such schools will suffer from academically unacceptable staff-student ratios. In fact this is not a statistic that is likely to be useful in planning the school.

3.13 What is the minimum number of permanent full-time teachers required for an archives school? For an initial or basic course in the essential professional subjects, one active and able teacher may well suffice, particularly if he is well supported by internship or strongly developed practical exercises. This assumes, naturally, that the wide range of subjects additional to the basic professional core can be taught by using other available resources. As the school develops, full-time staff working in the professional area could expand to three. An analysis of the additional or common subjects (see sections VI and VII) suggests that up to eight other teachers might be involved, covering specified areas listed in 3.19. If there is to be a strong programme of research and advanced study, or for the development of archival education with in-service courses, then naturally there must be staff to provide for them and

probably a fund for travel and subsistence. The fewer the full-time staff, the narrower the way in which the basic curriculum is covered,and this in itself is undesirable. There should in any case be enough teaching staff to allow regular interchange of information and ideas, such as is done in a university department. Periodical seminars involving archives and records management practitioners, or other experts outside the immediate teaching staff, are one way to do this.

3.14 It is usually difficult to find full-time teachers of archival subjects, even in developed countries. Professional subjects should be taught by professionals (and hence not by academics who belong to different traditions, e.g. history), who should be qualified not only by the possession of a diploma or the equivalent but also by experience in responsible posts. But such people are needed in their substantive posts. It would be a considerable sacrifice for a developing country to withdraw a successful and experienced professional from his job and devote him to teaching. It is a sacrifice which would bear fruit in the long term, especially since if the archives school is under the direction of an active individual of standing and reputation, it is more likely to be successful. But it is rare to find such a person available.

3.15 Alternatives are to bring in expatriates, or to train indigenous teachers who are not experienced in archival practice. Both of these courses entail disadvantages. Expatriates, even if they are deeply sympathetic (both in fact and in intention) are usually available only for short periods. To use them involves many administrative difficulties and delays in the aid-giving agencies, and necessarily entails a fairly constant changeover of staff. On the other hand, one may find and take advantage of a wide range of differing experience by this means.

3.16 The other alternative is to select and train indigenous teachers of archive subjects, from those who have a good academic background but who lack experience. Courses abroad can sometimes supply some of the deficiency, but this choice entails risks which can only be justified by the excuse that no other course was possible. The position of a teacher of professional subjects who is qualified but lacking in long experience on the job will be a difficult one when the professional body has expanded and developed. Perhaps a scheme for regularly seconding the teacher for practical experience in a professional situation might be a successful device and will at least keep him in touch with daily practice. Providing for a body of academic teachers of archival subjects, and recruiting them, may be one of the priorities

for professional development in the years to come. Meanwhile the recruitment and training of teachers is one of the most serious problems facing the newly established archival training schools.

3.17 Outside the small body of full-time teachers the remainder of the teaching staff will probably be found by both of two methods: drawing on the talents of practising members of the profession in the country; and drawing on the facilities of other departments in the larger organisation.

3.18 Using practitioners as part-time teachers has its advantages. It is a way of capitalising upon the existence of a pool of skilled educators in the locality, it offers the archivists themselves a chance to consider and write about their subject in an academic context, and gives the students a good practical contact with the job. Disadvantages are that the archivists are called on to teach on top of their normal workload, and often cannot give the proper amount of time to it: they may lack pedagogical skills, and may perpetuate outdated methods - in fact this method of teaching has many of the disadvantages of in-house or apprenticeship types of training. Care must be taken to see that part-time teachers do in fact observe the best standards. Generally the practice is to be recommended.

3.19 It is hard to imagine that there will ever be an archive school which does not seek to draw on the expertise of teachers of other disciplines. There are so many subjects which have to be drawn in: the auxiliary and interpretative historical sciences; languages; managerial and administrative sciences; research methodology; technology and their basis in the natural sciences; and there may be other fields, but most universities would be able to provide this kind of support as well as other infrastructures. There is one special case of particular difficulty: <u>administrative history</u>. This subject is essential to archive and records training, and indeed to archive practice. Though there are often partial studies of administrative structures and practices available locally, the research material it uses, namely the archives and records, is the same material that demands its use; and archivists are the ones who are usually best placed to develop the subject (in some circumstances it has been adopted by a specialist historian). Administrative history is a very fit area of research for an archives school to adopt and foster. These long-term virtues are difficulties in the initial stages, for who can teach administrative history relevant to the country concerned, in the period before there are archivists (or teachers of archival subjects) who have

done the basic research in it? Clearly, it is not likely to be expatriates. Eventually the answer can only lie with the practising archivists of the country; but apart from the fact that they will have much else to do apart from researching the administrative background of their own government, it is possible that they may lack the academic training or the personal bent which is required to make the subject vital and scientific. Finally, in advance of the publication of eventual research findings, there is likely to be little available in published form to use as teaching or learning material. Here is a major problem to which the practical solution is likely to be as difficult to find as the theoretical solution.

3.20 Students

The majority of archive schools assume that their students should be full-time. Some demand prior experience, some teach students who already hold trainee posts in the archives service; most teach students who have to seek jobs in the open market upon graduation. The tradition that they should all study full-time, using a syllabus devised by full-time teachers, is nearly universal. However the existence of a few part-time archives schools, and the nearly parallel experience of schools of other subjects with part-time students, shows that consideration should be given to the possibility of making every archive trainee to some extent part-time as a student. The remainder of the time he would be spending in operational work in an archives or records management service. Since archives administration and records management is essentially an applied subject, a body of practice, there is much to recommend this approach. By adopting it, the problem of incomprehension would be reduced; courses would no longer be excessively theoretical; the problem of how to arrange records management practice would not exist; financing and accommodating the students would no longer be a problem; and the intake of students could be finely adjusted to the market for recruits. Part-time courses could be planned on the model of some industrial training courses. In these the student would serve a period, perhaps a year, as a trainee in an archives service. After this he would be released to do one of the courses at the archives school: these could be arranged in blocks of, say, three months, followed by a further period of practical study. Alternatively the student could be released for one or two days each week. Naturally the whole course would then take longer (say two years instead of one) but would be altogether more meaningful for the student, who would have to do his practical exercises as he went along. It would also be more meaningful for the supervising tutors, who would have to supervise practical assignments in a real-time context. The corresponding disadvantage

is that the more academic aspects would probably be minimised.

3.21 Part-time courses, however, are not always possible. When foreign students participate, or when organisations send in students for training when they have no structured archives service to second them from; when the potential market is not known, or when it is not the parent university's policy to offer part-time work, then students must be full-time.

3.22 The question of student numbers has been touched on in 3.4 above. The figure is determined in part by the size of the school itself, with its teaching and learning resources; partly by the supply of student supporting finance; partly by the readiness of applicants of the right age-group and qualifications to come forward; but most importantly of all, by the extent to which the existence of the school is able to realise the potential demand for archival training. There should be target figures for recruitment and output which will take these factors into account, in relation to the budget, human resources and accommodation. In the developed world, where archive courses are sometimes based in university departments, there can be as few as 4 or 6 students a year. In other cases, where there is a specialised national institute, the intake can number hundreds. In the circumstances of developing countries, an intake of 20 at the paraprofessional course and 5 at graduate level would make an excellent target for the initial phases. With enough trained and experienced teaching staff, and with the full market potential realised, such a school might begin to number its students into three figures. Despite this there will always be a case for the small archives school with perhaps one full-time teacher and calling upon a number of practitioners to give part-time assistance. Some countries will never ask for anything more elaborate than this.

3.23 Although it is the personal calibre and motivation of the potential student which is the most important element in his selection, rather than his academic achievement, there is a general assumption that the latter reflects the former in most cases. Entry requirements for the various levels should be established in relation to those of the parent university (there is in practice rarely much latitude to vary these). Entry requirements should be insisted on, even where students are sponsored and paid for by employers. The question as to which should have the greatest say in entry to the professional body - the university, the employers, or the professional association - is one which is still to be seriously debated. But there is no doubt that an archives school should have enough autonomy to allow it to

select candidates for admission. The consequences of admitting an unqualified or low-calibre student at an early stage are long-lasting. Similarly admission procedures should be established in the light of the practices and traditions of the parent body. In general it is a good idea not to admit students until they have gone through a selection process which may in some cases include a competitive entrance examination, and which should normally include a personal interview. At this interview the interviewing panel should attempt, firstly, to determine (with the aid of references, etc) whether the candidate's motivation to undertake a career in a service profession is genuine; and secondly, whether he has the right personal characteristics to work in a team, and to understand the concepts.

3.24 Learning resources

The provision of library and bookshop facilities to the students is almost as important (in some ways more important) than facilities for their food and housing. If books are not available in either form, then the only learning medium can be the teacher's notes, and there is an inevitable tendency to learn these by rote. A university-level training course demands that students should have access to learning resources, and should be able to evaluate and use these in argument; lectures are intended mainly to catalyse this process, and only secondarily to impart information. Seminars are an important means whereby ideas and information are tested and refined. Library and bookshop provision should not be limited to the materials mentioned in class, but should embrace a wide spectrum of the cultural and scientific universe.

3.25 The building up of a library of technical literature is one of the more demanding tasks before the planner of an archives school. Many of his materials exist in different languages, and originate from different sources and in different forms. Large areas of the subject are not dealt with, or not satisfactorily, in formally published matter. The assistance of the international professional bodies will help him to assemble much of the most important reading matter, and some of the other non-book teaching materials. A RAMP study is shortly to produce a standard reader to provide some basic textual material. Encouraging students to read - and critically - purely technical literature, even where it is not in a strange language - remains one of the most serious pedagogical challenges.

3.26 Specialised equipment.

A recent experiment in introducing microcomputers into a school faltered when it was discovered that the hardware was not to be forthcoming. Undeterred, the teachers concerned went ahead with a course on 'precomputer skills', in the course of which they used makeshift materials, and undertook to teach the necessary basic concepts and logic. This can always be done. However a serious training course for post-graduates ought to have adequate access to computer facilities. Here is another case for attaching the school to a university, so that it should have full access to the facilities of the computer laboratory. In the future, access to computer time may be by way of microcomputers, so that the tendency will be away from the centralisation of teaching and operational work in large centres. Some access however must be allowed for.

3.27 Access to other equipment has already been mentioned: microforms, copying, printing. The problem of repair and conservation has also been dealt with separately.

3.28 Visits, demonstrations and models.

Problems concerning the effective use of demonstrations, models and visits in professional teaching are (a) how to provide practical examples, or practical tasks, which are both realistic and demanding, and yet do not ask for too much time; (b) how to arrange the large number of visits which are demanded to give the student a first-hand knowledge of the main information units in the country. Arranging educational visits is itself an area of expertise, demanding as it does a full briefing, controlled exposure to the site, and follow-up activities (a worksheet is often of value during the visit itself). Visits must somehow be made to move from being a form of tourism to an opportunity really to penetrate below the surface of the organisation being visited. This again demands the patient co-operation of the resident staff, and their willingness to answer difficult questions and listen to apparent criticisms. The availability of information services for visits and the existence of a community of enlightened and comradely professional staff in them, who approve of the aims of the archive school and so assist it readily, is an important part of the necessary infrastructure.

3.29 In many developing countries basic information services are too poorly organized to serve as suitable models for students. It is the output of those

same students over the years that will eventually transform them. This difficulty can in most cases only be overcome gradually, and by means of close solidarity between members of the archives profession in the country (and between them and the other information workers). By banding together closely to take common action they will not only act effectively on the public scene, but they will provide the atmosphere of constructive criticism and of effort towards a common goal which is necessary to make progress.

IV. EDUCATIONAL FACTORS

4.1 Objectives; planning a training programme.

Archives and records management, forming part of the information service of a country, have value to offer to national and regional development, in return for the resources applied to them. This will only be so, though, if they are planned in association with appropriate development plans. Ideally these plans will include sections to deal with the place of the information services in the overall development of the nation or region, and will give some forecasts of the manpower required to carry out the development needed. Where this is not so, steps should be taken to establish the basic facts (especially the manpower aspects) required to keep pace with national or regional development. These tasks can often be done most quickly and easily by bringing in an expert consultant who can carry out a survey and draw up a plan quantifying manpower requirements for a period and relating these to what is known of national development plans. In the absence of an expert on short-term mission from abroad, the training institute itself should carry out the survey; indeed it is desirable that the institute should always be aware of the market it has to serve, both on the demand and on the supply side, and the main fluctuations which it is liable to experience. Planning projections are desirable in themselves, but that they should be associated (at least) with officially approved development plans which are larger in scope than the archives or the information sector only, is highly desirable.

4.2 Objectives for the planning of courses should take account of the orientation which is desirable for products of the courses: trained personnel should approach their tasks with the attitude of giving assistance to national development by establishing or developing useful and workable services which answer the actual or potential demands of users. Archives management systems are of palpable help as part of the infrastructure of national development but only if they are effective in terms of user satisfaction. To achieve this they must be staffed by people with a user-service orientation, who are able to approach their tasks in a problem-solving spirit, and who can assess the degree of success which has attended any operation.

4.3 Such open-mindedness includes awareness of trends and changes in the information professions and in the use made of them in the course of national development. This is particularly true when it comes to the adoption of

technology or participating in resource-sharing schemes with other sectors of the information industry. Involvement in such schemes will not only affect the numbers of entrants and the nature of their training but also the possibility of co-operative training and the provision of common courses.

4.4 A centre of professional training is also a centre of research into areas of professional concern. In the more developed countries it has not always been accepted that the archives training schools should operate in advance of the archives systems they train for. The profession itself has been rather conservative and has asked for new entrants who were able to carry out traditional techniques in subordinate roles. Some archives services have preferred to train their new recruits by apprenticeship for the same reason. Innovation and development in this situation come from within the pre-existing archives services, perhaps under indirect stimulus from developments in managerial practices or from the sister professions. There has been a fear that innovation deriving from theoretical academic research and taught to inexperienced trainees without experience on the job, would prove inappropriate when the newly qualified staff arrive in post. This should not be exaggerated. In the case of many developing countries, the fear may be unjustified. It is less likely that pre-existing archives and records management services will offer solidly successful examples, and more likely that new techniques, or resource-sharing projects, will offer answers to traditionally insoluble problems. There is more likelihood that newly qualified entrants will be asked to establish new services in which they will be the only professionals. Consequently it is probable that the training institute should be prepared to be a leader and innovator in professional methods, and prepared also to propagate these methods through outreach programmes, updating courses and continuing education. On its own side it should have an active and practical research programme, and be in constant and ready contact with developments in its field in other countries and in the sister professions. Revisions of the training programmes should be made in response to new developments and changes in user demand, new systems, parallel developments and the state of national or regional development. There should be a system for regular assessments of the effectiveness of the training offered, and regular programme reviews.

4.5 Target groups.

Planning for manpower supply and its training should include a policy on levels and on the type of training needed. What kind of personnel are required? The objective is to supply staff for archival management, records management, and technical services. In each of these fields there is a need for a body of professionals from the best of whom the managerial group will be chosen. General assistance is given by paraprofessionals. In the technical fields, there is a need for practitioners at both supervisory and operative levels and for scientists. (see Fig.1)

4.6 Manpower policies should take account of the need to provide proper career structures, into which graduates of the training scheme will pass. These graduates have a right to expect that, if they demonstrate ability, they can rise eventually to senior positions which have greater responsibility and greater rewards. There is a particular problem with paraprofessionals, who may in some cases be persons of great ability who may have been obliged to enter the profession at a low level because of extraneous difficulties during their schooling. Promotion from grade to grade may in suitable circumstances be regulated by a system of in-service training with periodical examinations or evaluations. Such evaluations should be recognised by the general system of career demarcation (eg in the Civil Service) to which information workers are most closely assimilated.

4.7 It has been argued that training schemes in developing countries should start with paraprofessional courses, relying on metropolitan countries to provide higher level staff, until in the course of time more advanced work becomes possible in the home country. This is the principle adopted at the School for Libararians, Archivists and Documentalists (EBAD) at the University of Dakar in Senegal. It is a reasonable and practical approach, but it is only viable where there are suitable courses at more advanced levels available elsewhere in sufficient numbers to students from the developing countries concerned. This condition is not easily fulfilled. In any case there is an equally strong, or stronger, argument that developing countries should seek to train their own staff at fully professional and at managerial levels, at an early stage. This contrary principle was adopted at the Regional Training Centre for Archivists at the University of Ghana and at the National Archives of India. (A similar principle is also accepted tacitly by developed countries in Europe and North America, where training provision is overwhelmingly provided only for professional entrants and not for paraprofessional

managerial training, it is true, is usually lacking as well). It is important that the archives/records management service should be imaginatively and actively directed at all stages (and especially in the earliest stages); this is too important to be left to expatriates unless as a last resource. Indigenous professionals trained locally will more naturally form part of the information community, a community upon which depends the good planning of the information services and their setting in society.

4.8 It follows from these considerations and from the situation of developing countries generally that the first graduates from the training scheme will probably achieve early responsibility (in some cases instant responsibility). This makes it all the more important that initial training should include programmes to emphasise self-reliance, and the ability to manage, to innovate, and to draw upon the best of other people's experience. The training school can help by its research and continuing education programmes; but much depends on the habits of mind and study inculcated in initial training and in work.

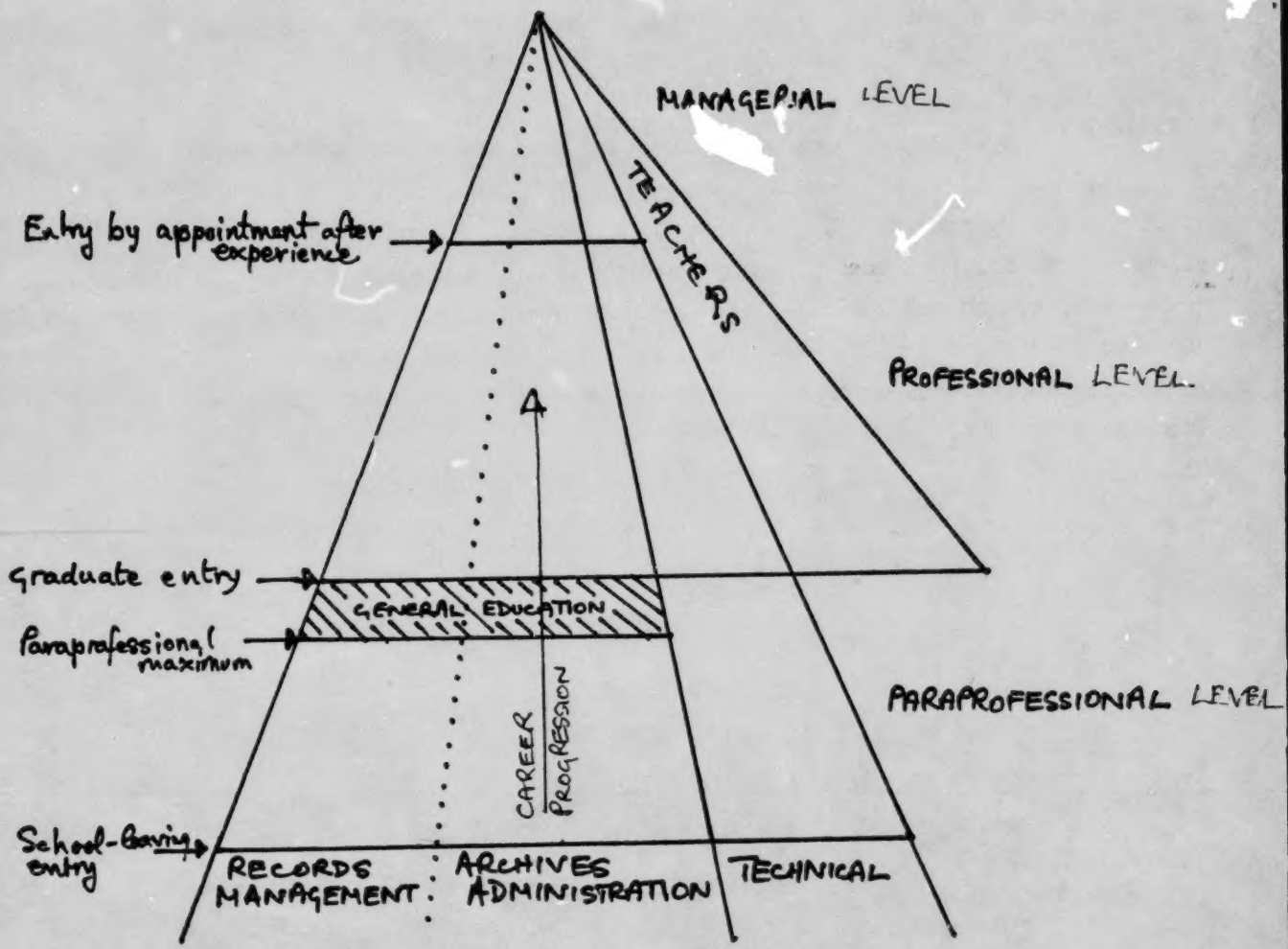

FIGURE 1: MANPOWER STRUCTURE IN ARCHIVES/RECORDS MANAGEMENT.

V. ENTRANCE LEVELS

5.1 Figure 1 shows that training and recruitment can be viewed as three horizontal stages in three interrelated but distinct vertical streams, or as three levels of a single professional service plus a distinct technical stream. To resolve the problems of constructing an overall training policy which will provide for all these possible needs, we must first look in more detail at each section, and at the career situation which relate to each.

5.2 Whatever the level, all courses of professional training have in common that they are aimed at equipping students with the whole range of knowledge and skills required for embarking on a career in archives or records management. Students at all levels must have an overview of their whole discipline, and some acquaintance with problems and techniques in each part of it. Differences of level therefore do not correspond to truncations in the course of training: all levels of training must have complete courses. The difference between levels is one of outlook, treatment of subjects, and level of qualification offered. Each level of the courses should aim at producing personnel who can quickly and effectively take up a job in an appropriate part of the service, and become a productive member of the team there.

5.3 Professional courses.

Entry to the training course which will qualify graduates for their first professional posts begins at the completion of their normal first university degree. (In some cases considerable experience in a responsible post may be accepted as an alternative). The training course will itself be an advanced or second degree course, mainly consisting of taught courses but possibly containing an element of original work, and it should therefore take its place with similar courses of like weight. A reasonable comparison would be with the American MLS degree, or with the British Postgraduate Diploma (which however is currently being reclassified as an MA degree); there is also a Canadian master's degree programme which may provide a comparison.

5.4 In other respects candidates for admission to the course should meet admission requirements not less stringent than those demanded for parallel and comparable postgraduate courses in related and other disciplines. Some choice must be exercised over whether students be sponsored by employing agencies or whether there should be a free market in newly qualified diploma holders. The developed countries are not of one mind in this matter: perhaps

a compromise is possible by taking some of each where an expanding employment market is forecast. However it is of overriding importance that the quality of the candidates, strict standards for admission and for qualifying at the final examination should be insisted upon, and that there should be public recognition of the standing of the course. Failure to achieve this, by allowing small laxities at points in the process, has damaged the standing of the whole profession in some countries.

5.5 There is a general consensus worldwide that the strictly professional components of the basic or formal education of an archivist should last about one year. (This assumes that his general university-level education occupies another 3-4 years, so that an archivist's formation, dating from his leaving secondary school, will normally occupy about 4-5 years in all). The increasing pressure felt by training courses in all parts of the world, to include (a) a substantial element of assessed practical work, and (b) a growing element of new subject material, both in the traditional and in the technological fields, has led to proposals that courses should be extended to two years. There is doubtless a strong case to be made for this in theory (and it may be noted that in some developed countries, such as the Federal Republic of Germany, longer courses do exist), but in the circumstances of today such an extension would probably be too expensive. The present Guidelines therefore simply recommend that a course leading to professional qualification should if possible last for one calendar year rather than for one academic year and that it should include a fairly extended practical project which results in an assessable product such as a descriptive inventory or special analytical study of a records problem (see 6.17.3 and 6.19.4-5).

5.6 A course of this type, though designed for postgraduate students, is not an extension at deeper level of undergraduate work, but is new material. Vocational training courses must take into account that their graduates must be able to quote factual information accurately (eg on legislative requirements or environmental conditions). This means that there must be a certain amount of transferring information from the teacher's information stock to the students' memory. Despite this, it is essential that the tone and character of the course should remain appropriate for advanced students. It must lead them to question assumptions, to seek for data, to isolate problems, evaluate solutions, to approach tasks in a management spirit. This is difficult but if it is not done, the result is second-rate services which do not merit the investment made in them, depressed status, and a vicious circle of inferior recruitment and inferior work.

5.7 Students admitted to the course should preferably have degrees which give a grounding in retrospective documentary research, but otherwise in any subject, provided they have reached the required standard in it. A variety of first degrees provides a valuable base for a student group, and the expanding needs for archival management in specialist areas, particularly in science and research institutes, may mean that there will be some demand for archivists with a grounding in the natural sciences. More generally, it is an important requirement that archivists must emerge from their training able and confident in undertaking research which uses documentary evidence. If this training has not been acquired during the first degree experience, then it must be provided during the specialist training course. However, the most important qualification overall for admission to a course is motivation: the student's determination, formed on the basis of some direct experience, to enter this branch of information work, and to make his own contribution to society in it.

5.8 The final qualification, gained on completion of the course requirements and success in the examinations, should be recognised not only by the validating academic institution, but by the professional association (which should seek to be associated with the process of course validation) and, where applicable, by the civil service or other official body dealing with manpower structuring. This comment is intended to apply equally to the training courses of other information professions, and it is desirable that there should be a common involvement in these questions between them.

5.9 Higher grade archivists.

If the basic qualification for archivists is to be a postgraduate one, what will be the qualification for recognition at the higher level? The distinction is a difficult one, and is not consistently recognised in the developed world. However pragmatically we note that some archivists clearly occupy managerial and directorial positions. These archivists do not occupy their time very much with professional processes, or with the direct supervision of junior staff in carrying out these processes. Their concerns are more with strategic planning, with the overall management of the services (including the formulation of legislation and design of buildings and services) with external relationships with client organisations, and with getting and spending resources. These functions, too, are professional ones in the sense that without them the more strictly professional or specialised functions (arrangement and description of archives, appraisal of records etc) are not possible. They must be exercised in the light of the specialist concerns

of the profession, by professionals.

5.10 This class of archivist requires additional skills, those of management, and possibly also of some technical speciality. It is probable that certain higher-grade archivists ought to have further knowledge of a certain subject area or field of research, so that they can foster use of sources, undertake publication programmes or participate in national or regional projects. Archivists from this class will be those who stimulate the profession's development into new areas of activity or service.

5.11 As far as training is concerned, there can hardly be a precise threshold for admission to the class of advanced archivists. They must clearly be qualified and experienced to begin with and show definite supervisory, leadership or administrative ability. The training institution's part is to provide the environment for encouraging research, including access in some cases to the university's structure for granting higher degrees by thesis, and to support advanced, technical and updating courses from time to time.

5.12 Continuing education.

In a period of rapid technological change the need for regular updating and recycling courses is well-established. In developed countries these are often provided either by academic institutions or by professional associations. It would be desirable to encourage this tendency also in developing countries, which often have the capability of mounting short courses from local facilities; but in those countries the initiative would normally come from the training institution.

5.13 Training of teachers.

Those who are committed to the teaching of professional subjects must have both qualifications and experience, and also a knowledge of teaching methods and technology. Some specific training in these is therefore necessary, but can often be provided by the training institution, or by an overseas course such as a course for teachers of librarianship. The difficulty is to find recruits to this class in situations where there are too few trained professionals anyway. To withdraw senior staff from direct participation in the professional task and to devote them to teaching is a bold act which has to be justified by results. No genuine progress can be made in achieving the objectives of a records/archives service, unless it has a training dimension.

To devote some of the scarce qualified staff to this function ought to bring dividends in the long run.

5.14 Paraprofessionals.

Workers at this level are those who actually put into operation the processes involved in archives and records management, and there will always be a need for some of them. While normally they would not be called on to design or evaluate their management programmes, they do need to have an understanding of the basic aims and principles underlying their methods, so that they can carry out their processes intelligently. Moreover there are developing countries where all or most of the intake to the profession consists of paraprofessionals, because of the state of the educational system and the employment market. Even in countries where the major archives/records services (such as the National Archives) are staffed adequately by graduates, it will often be found that other services (such as those in para-statal organisations or in the private sector) are run by non-graduate staff. It is therefore important that there should be (a) effective selection of students at the point of entry into the training course; (b) a well designed, well taught and strictly examined course; and (c) a means whereby qualified paraprofessionals can eventually proceed to further qualifications and to achieve professional status.

5.15 The initial selection of students is an important part of the training process. The training institute must decide whether it is to restrict admission to those students who are sponsored by an employer, or whether admission is to be free to those who are personally suitable. In the latter case the final graduates will be thrown upon an open job market, so that the existence or otherwise of this will no doubt be the determining factor. However it is likely that in the circumstances of developing countries the risk of wastage is too high to take the open market option. But if sponsored students only are to be accepted, there is a danger that admission standards will be fixed by the employers, who may sometimes be tempted to send only low-grade candidates. (Experience has shown this to be true of several developing countries). It must be established that final admission must lie with the training body, and that published admission standards (possession of school-leaving certificate to a stated degree) are always adhered to.

5.16 The standard set for admission to paraprofessional courses must probably be lower than the standard laid down publicly for admission to the university

as an undergraduate student. This is the cause of a difficulty, for it means that paraprofessional courses may not always be regarded as the equivalent of some part of a first degree course. Paraprofessionals who wish to proceed to professional grades must therefore find some way of obtaining leave of absence for the time that it takes to complete a first degree, before they can consider tackling the more advanced professional qualification. It is quite usual in developing countries for provision to be made for prolonged study leave; but it is a possible cause of conflict that there should be a discontinuity between the paraprofessional levels of training and the full professional levels. This discontinuity does not exist with quite the same sharpness in the case of some at least of the sister professions.

5.17 For the paraprofessionals the approach to the subjects taught must be strictly practical but will attempt to explain and make clear the basis of principle on which the various practices are based. There should probably be some element at least of general education: it is not in the last resort tolerable that paraprofessionals (i.e. persons without a sustained experience of higher education) should carry out unaided the most basic archival function, that of the selection of records for retention or disposal. It should not be forgotten that in practice many smaller archives or records services may be staffed entirely by paraprofessionals.

5.18 Supervised practical work is extremely important at this level. Personal initiative, the understanding of basic concepts and objectives, and a problem - solving approach should be encouraged; for after all, these should be seen as colleagues carrying out specialist tasks within the general professional field.

VI. SCOPE AND RANGE OF CURRICULUM DEVELOPMENT IN ARCHIVES AND RECORDS MANAGEMENT.

6.1 In this section the general principles involved in designing a curriculum for records/archives management are considered. Detailed curriculum components are dealt with in section VII.

6.2 The subject of the present study is training for a specialised vocational career. Training of this sort is both academic and practical. The academic aspect is important because of the intellectual status of the discipline and the status of the courses within the tertiary sector of education (as a postgraduate programme). As a discipline it is academic in that it possesses a body of theory which takes its place within the larger field of information science, and has interfaces with other fields of academic enquiry. Archival studies are also academic because they enshrine an important principle of academic procedure: the intellectual training involved in the evaluation of evidence from primary source materials. In designing a course of training for archivists and records managers, it is essential that these academic characteristics should not be belittled in the eyes of any of the parties involved: employers, colleagues, teachers, teachers in other disciplines, students or the general public. This emphasis is laid despite the well-known fact that the term 'academic' does not always imply universal admiration. It can sometimes signify remoteness from the realities of daily practice: and this of course is precisely what a professional or vocational training should not be. Such a training must be intermingled with practical projects, and if possible all aspects of the course should be reinforced by practicals. This practical experience can to some degree be obtained by trainee experience before or after the course. Certainly it is desirable that (as in librarianship) full qualifications should be not granted until the candidate has completed a specified period of practical experience. But a great deal will have to be done during the course, and this must be devised, organised and supervised by the training institution.

6.3 To sum up, a vocational course should be a partnership between intelligent practice and the practical study of theory. The mix must be good, or the practitioner will not in later life be worth the investment.

6.4 Practical training in records management is peculiarly difficult to arrange, as it involves the study of operational systems. Appraisal exercises involve not only a knowledge of the information held within these systems but its relation to the organisation's structure and function. It is difficult to set up a situation where

this kind of knowledge can be investigated by non-members of the organisation. Pre-entry practical experience may be an answer to this problem, but this is not always possible, and even where it exists depends for its effectiveness on good supervision.

6.5 Local curriculum development.

Despite the existence of these guidelines, it is not possible to design the curriculum of a particular training course from an abstract general model. Needs and circumstances differ, and any particular training institution will have to take account of this. The possibilities for practical training, the field of recruitment, the scope for future employment of graduates, the nature of the archives/records services and their likely development, even the physical character of their typical holdings, all play a part. Equally the personal interests and capabilities of the teaching staff, their research projects, the interests of the students, the time available during the course for practicals and the distance of the school from the place where practicals have to be done, are all of importance. The developed countries have so far failed to agree on a suitable single model for a similar course, and there are important differences between parallel courses even within one country. To some degree this diversity is beneficial, and the scope of the archives and information services is wide enough to encompass it. It is important though that there should not be any fundamental incompatibility, and that there should be agreement on certain basics, and on a common technical vocabulary. Planning a curriculum which is to suit the needs of a particular country, region or sector will have to take into account the special needs of that country or region, the structures and interrelationships within the university or other teaching institution and between it and the archives/records services, and the interests of the teachers and the relationships between themselves and practising archivists and information workers in the field. No universally applicable standard can be imposed from the outside, and the fullest consultation between the various interests mentioned is desirable. Nevertheless there is a growing body of common agreement on standards and methods in what has traditionally been a somewhat anarchic professional area and it must be emphasised that all teachers of archival sciences and all designers of courses in the subject, must today make sure that they are constantly in touch with international developments which will affect the composition and weighting of their courses (and the conduct of professional work in the field). Early stages of curriculum design should include not only the kind of consultation described here but also consideration of previous experience of other countries and institutions. Some sources for this are mentioned in the bibliographical section.

6.6 Scope, range and structure of courses.

Archives administration and records management are interlinked areas within the general field of information science. This general statement allows some of the most important characteristics of the study to be delineated. Information studies deal with the "the transfer of knowledge, or information, or imaginative stimuli from one human mind to another" (48). It is an area of study with many ramifications and a large technological component. Within its broad field, archives and records management occupies only part of the total spectrum, rather dominated by the physical characteristics of the source documents or media and the systems within which they are held. As a result the two linked fields of study, though complex and demanding of a specialist training and career structure, are strongly dependent as an academic discipline (not so much so as a practical field of operation) on the larger discipline. It may be felt that it is only within the larger field of information studies that they achieve the status of a discipline with a body of theory and capable of sustaining research and higher degrees.

6.7 An additional difficulty is that since archives and records management are totally dependent on specific source media arising from specific systems of administration, the subject matters which practitioners deal with are closely entwined with the operations and traditions of that administration. These in turn are deeply formed by cultural and economic characteristics of the society within which the media are generated. This fact means that archivists and records managers are always in a sense looking in two different directions. On the one hand they are aware of their study as a distinct discipline, with a body of theory (however narrow) and a considerable body of practical experience, and open to the development of international standards. On the other hand, they are immediately concerned every day with the specific, local and unique nature of the information they handle and its format, and they must take a place within the external research disciplines (history, sociology, management planning) which are using their data.

6.8 Curriculum designers in this area therefore have to deal with two kinds of harmonization. On the one hand they must seek to establish a harmonization between archives and records management, the larger intellectual field of information studies, and the structure of parallel training programmes in the sister professions. On the other hand they must also seek positive harmonization between archives and records management as a professional structure and the various user interests and disciplines: the success of this latter harmonization is vital to the success of archives and record services in the country. It is a harmonization which is not limited to the more historical or cultural end of the archives service, for the central concern of records

management - the refinement and efficient use of records - is one which is linked with the research industry of the country, and in carrying out this professional duty, a records manager is acting as a member or even representative of that research industry. The dichotomy between systems and subject studies, between information science and specific external research, is one which runs through all areas of the discipline and the daily life of archivists and records managers.

6.9 The following analysis of the components of an archival training is closely related to the principles agreed at the Expert Meeting on the Harmonization of archival training programmes, 1979 (42). The following broad distinctions are recognised.

A. General foundation courses.

B. Professional core subjects:
Records management: archives management
Interpretative sciences and skills; administrative history.

C. Courses in common with other information training
Reprographics; information storage, retrieval and dissemination; bibliography and sources of information; user studies; exhibition; legislation; security; building design and environmental control; systems design and automation.

D. Courses in common with other sectors:
Management sciences; statistical methods
Languages
Research methodology and environment.

E. Practicals and special study.

F. The question of electives - education
conservation
publication
special formats
oral evidence.

A. Foundation courses

6.10 In the context of archival training, foundation courses should not occupy a dominant place. They can be used to ensure that the student is in possession of essential information and skills. As discussed above, a general education is assumed. One objective of a foundation course would be to place the courses of

study to be followed in their general context, and in the context of the information studies and the sister professions. It would be possible to introduce a general course in the principles of information science and its main concepts; or a survey of the activities which overall comprise the total field of information transfer; publishing, libraries, documentation; the processing of information media, resource sharing, etc. A survey of the main functions and methods of historical research might be in place here for students who have no experience of it, though this is a more serious study and belongs more naturally in the subjects grouped under D. Apart from introductory or orientating lectures, including basic definitions, this sort of course has not often been traditional in archival training. There is scope for its expansion, but the general pressure for more space on the subsequent courses suggests that it should be kept small.

B. The professional core subjects

6.11 Records and archives management. These two closely interlinked subjects are considered together, and should properly be taught under a common plan. Each has a distinct body of methodology, and on a practical level they may be organised separately: indeed it is traditional to do this. It is particularly important that (i) records management should not be regarded as a totally separate subject unconnected with cultural or research exploitation of information sources, but concerned only with efficiency and economy within administration; (ii) archives administration should not, on the other hand, be treated as concerned solely with cultural or research exploitation of materials, and emphatically not restricted to older and remoter documents, or with peripheral documents not required in current administration.

6.12 Both Records Management and Archives Administration can be divided into the three general sectors familiar in information work (input, process, output). This point is made as it is an instance of how even where subjects are taught as distinct entities not directly connected with parallel subjects taught in the sister professions (eg classification), still the general approach and method of analysis is itself held in common. Previous attempts (such as that in Havard Williams and Franz [37] to suggest that professional core subjects could be made in some way common between the sister professions are misleading if they are thought to indicate that there might be any significant common teaching of methodology: rather they are indications of parallel position within an information-structure analysis. This parallelism can certainly be emphasised, while at the same time we can recognise, and emphasise here, that in practical terms there is little directly in common between classification (as used in libraries) and archival arrangement; or between library cataloguing and archival

description. What is in common between these subjects is their relative position within the processing area of the relevant professional sector of the information field. There is scope for a comparative study of these differing practices, which would re-examine traditional practices in the light of specific objectives, though if information retrieval is to be handled as a common subject (see 6.16.4), care must be taken with the interface.

6.13 The interpretative sciences and skills, and administrative history are placed here as they are unique to archives and records management, and are not shared by other sectors of the information field. These are areas in which archivists look outwards from their position as information workers into disciplines of other kinds. Traditionally, the interpretative sciences were developed as part of the professional equipment of historians (among whom, at certain times and places, archivists have been counted). In many situations, perhaps in all, there will be a continuing place for these sciences in the training and practice of archivists. Palaeography, for instance is needed in many developing countries with a long or distinctive tradition: it is needed, for instance, in countries which were colonised by European powers in the early modern period, or in those which succeeded in maintaining an independent culture throughout the colonial or westernizing era. Diplomatics (the scientific study of documentary form) must remain a distinctively archival skill, since the interpretation of the meaning of a document by reference to its form is specifically a function of the archivist in his relationship to research users. It is not a skill which is always or necessarily confined to early or remote documents. Professor R.B. Pugh's study of the diplomatic of modern registry systems in the British Colonial Office[62] illustrates the continuing importance of the study in the situation of recently independent developing countries.

6.14 Connected with the interpretative sciences is the possible need for a knowledge of one or more early languages. Situations where a considerable part of the archive is written in a language no longer current in the country are widespread. They present a problem of archival education in very many parts of the world. Examples are Latin in Europe, Persian in India and the Middle East, Turkish in the Near East. In some cases there are additional problems of understanding obsolete script (which refers back to palaeography). In some cases, also, there is a need for a knowledge of an additional modern language, arising from a change of regime during the past.

6.15 Administrative history also needs some explanation for its presence here. It is of course a branch of historical study, rather than of information processing. However it belongs peculiarly to the archivist because the archivist not only provides the materials for carrying it on, but needs it in order to be able to interpret his own documents. Archivists therefore need to be taught administrative history, both the methodology and the content, and in practice they must participate in the research

needed to develop the subject. Every piece of archival analysis (arrangement and description) is a contribution to administrative history, and depends on the state of that art while it is being done. Administrative history is usually a major difficulty for training institutions, since it rarely exists as a discipline until the progress of effective archive service has provided a basis for it; and if no specialist historian happens to be present, then its progress depends entirely on the work of archivists who are usually too busy to be able to publish academic work. The subject is often rather rudimentarily even in developed countries. Yet it is central to the training and the operational work of archivists.

C. Courses in common with the sister professions.

6.16.1 Reprographics. This is more than a knowledge of technologies, but should aim at producing managers with a practical command of technically-based systems. This is particularly true of microreprographics, which are in themselves administrative systems which generate records, and which determine the character of administrative structures and relationships. Archivists and records managers also need to be at home with publishing reprographics (offset lithography, multiple xerox, the various form of automated typesetting etc) and ideally use these technologies. This is pre-eminently an area suitable for resource-sharing. One aspect of the overall field which should be taught in common, is the conservation and exploitation of records generated by the various systems. There is a case for setting up a reprographics laboratory with a programme of publishing or experimental work.

6.16.2 Exhibition. Under the impact of advertising, this has become a very much more professional area of recent years, and it is a highly desirable skill for all information workers, and particularly those who are to be concerned at all with education. To be of any value the subject - an entirely practical one - should be well taught by a specialist on loan from an appropriate agency (such as a museum), and there should be a budget for materials and art work.

6.16.3 Preservation, general principles, and some practice, especially monitoring standards for environment, together with practical instruction in repair processes. It is important that professional archivists should be able to manage a repair workshop, and if they are to do this, they must understand both the basic scientific principles behind the repair, and also the craft or industrial processes which are actually used. To assist this knowledge,

some practical experience is desirable. It is mainly for this reason that the suggestion was made (in para.3.5) that an archives training school should have a preservation laboratory. On the other hand, archival conservation is itself a speciality, which in ideal circumstances would provide a career structure not only for craft practitioners but also for high-level professionals who would be conservation scientists. Ideally, too, specialist staff should be responsible for all aspects of preservation (and not only repair) in the archives service. Conservationists are in short supply in all parts of the world, and in the interim reliance will have to continue on the skills and interests of archivists and records managers.

6.16.4 Information storage, retrieval and dissemination. This element of the course, which was singled out by the Harmonization meeting (42) as particularly suitable for treatment as a common element with information studies, nevertheless presents the problem that it is a central part of the main professional core subjects. Information retrieval belongs also to records management (eg reference service from a records centre) and to archives administration (eg description of archives). In dealing with these subjects, students should, in accordance with the spirit of the whole course, be encouraged to design their descriptive instruments, or their reference systems, in a critical way, looking for innovations from the sister professions, and evaluating these in their archival context. Is there anything left for treatment separately as an element of common training? A good way to deal with it might be to take this opportunity to introduce a course on indexing theory and practice. Normally this subject is neglected in archives courses, since traditional methods of retrieval of archives have not relied primarily on indexes. It is a subject of growing importance, particularly in view of technical developments, and to teach it does involve both instructive practical projects and involvement in information theory. A practical project at professional level might include the construction of a controlled vocabulary or a thesaurus, and perhaps should include automation applications. Finally, this is a suitable point at which to discuss the practical or technical implications including archival services in national information systems.

6.16.5 Bibliography and sources of information. A common course in the construction of bibliographies is desirable. A lack of knowledge as to how to use technical library services or to carry out an effective literature search is probably the most common defect in the practice and training of archivists. As evidence, archives are after all nearly always interdependent with

information derived from published sources, and research in archives must always commence with a knowledge of what is published (both factual material and interpretation). In European archival training much emphasis is laid upon a knowledge of sources of relevant information, especially when this is interpreted as a study of the various kinds of archives. A knowledge of archival sources is clearly beneficial to students of the sister professions, as well as to archivists and records managers. This part of the course is particularly useful as a support for appraisal theory, since in this type of exercise archivists must compare the relative usefulness of alternative sources for particular data. The sources used should include non-book and non-archival materials e.g. oral, personal, and computer-based media. Practicals give the opportunity to learn the skills of report-writing.

6.16.6 User studies. The sister professions have become very conscious of the need for an accurate study of user needs, and the methods of testing the efficacy of the services offered to the client. Archivists must also accept the value of this kind of study, and that their services should be generally orientated to the benefit of users. This is the reason why this component is listed by the harmonization document (42) as a common course. However, this said, there are considerable differences between the user population of archives and records and the user population of library services (at least public ones) and it may be that techniques of social survey and quantification are not sufficiently near to the needs of archivists or records managers to be usefully included in this curriculum, especially if there are to be practicals. In fact archivists and records managers are quite close here to the situation of certain special librarians and documentalists, and it should be possible to construct a course which concentrates on the analysis of user needs in this specific area. However it is probably better to include user studies which are not directly relevant than to omit them altogether, for it is a question of fundamental orientation towards service, backed by technical means of evaluation. Traditional archives services, including many in developed countries, have often been quite weak in their critical examination of user needs.

6.16.7 Legislation. The comparative study of legislation in the information field would bring many benefits. The promotion of suitable legislation and government regulation in this field is very much in the interests of the sister professions, who should join together in common action. There are also several areas in which overlapping services may be co-ordinated through legislation (or by the adoption of official policies at the centre). One of

these, for instance, is the legal deposit of official printed documents and maps, both areas traditionally overlapping between library and archive services. Legislation covering the ownership, sale and deposit of archives and collections of manuscripts; public policy on tax relief or estate duty in cases where these are donated to the public; restrictions on the export of materials; and the delineation of collecting fields: all these are areas of common concern which fall within the legislative sphere. The case or statute law on record retention and the use of evidence leads on to consideration of the freedom of public information, and, conversely, to data protection, and generally to the law and practice on access to archives and records. The law of copyright is relevant to all the information sectors. This is one element of course work which does not lend itself to practicals, but a more extended option for advanced courses might include a drafting project, including regulations to implement basic legislation.

6.16.8 Security. The importance of this once peripheral subject has grown alarmingly of recent years, and with the development of technological methods such as closed-circuit television monitoring, or the weighing of documents issued to readers. Health and safety measures might be considered here, and there are associated legal questions concerned with enforcing security rules and the recovery of lost materials.

6.16.9 Building design and environmental control. Few archivists will be called upon to intervene actively in the design of a new building, and when they do, they can usually call upon expert advice. However this subject is more important than it looks at first sight, since many archivists are called upon to evaluate, accept or reject, or adapt accommodation in pre-existing buildings. All must monitor the long-term effects of the environment, and questions of energy conservation within their existing accommodation. The principles involved must be the criteria by which these things are judged. This should be a common course because (a) there are basic common problems and principles involved in the design of any building which is to be an information store, and (b) continuing problems such as the relationship between repository areas and user areas with their interface, are themselves common. Building design and the policy connected with this also form part of national information development.

6.16.10 Systems design; automation. The theory and practice of information retrieval (6.16.4 above) deals with the professional and theoretical side of this subject, but a study of external systems, both hardware configurations and software, is an additional common subject of growing importance. Practicals should include analyzing existing systems and the construction of flow charts. This would also be a suitable element in an advanced course.

D. Courses in common with other sectors

6.17 Relevant areas quite outside information work should now be considered. Librarians and documentalists must also in some cases look outside their own discipline in the same directions.

6.17.1 Management sciences; statistical methods. All records and archives management should be approached in a management spirit. That is, the archivist or records manager should seek to solve his problems by the selection of strategies and the deployment of resources, in order to reach a defined objective. Senior archivists and records managers require management skills in a more specific way, since they must manage considerable resources in terms of money, equipment, installations, and staff and must negotiate for these in the political or administrative arena. Some degree of management study, and indeed of practice, is therefore required of all archivists at professional level, and a more considerable degree is required of the senior personnel. Librarians and documentalists have broadly the same needs. However it is not likely that general courses in management will be suitable in themselves, and the ideal would be to construct specially designed courses in management and in assembling relevant statistical data, which can be given to information personnel. There is a considerable body of experience in this field in the library community, listed by Saunders (48) A practical study of the management of an existing service or department would be desirable.

6.17.2 Languages. The need for language instruction is present all up the scale from paraprofessional to the seniors, and is again in common with the sister professions. In an internationally organised movement all professionals, need to know at least one of the languages of international communication. If languages are to be taught in the archives school, there should be facilities for teaching them in a modern way, supported by suitable technology

and of course by suitably qualified teachers. Language instruction, naturally, can be arranged in common with groups of students in other disciplines, but would be most effective if it stressed the terminology and utilized the literature of the information professions.

6.17.3 Research methodology and environment. There is an interface here with the subjects considered above, particularly administrative history and the interpretative sciences (paras. 6.13-15), and these are often so strongly interrelated that no separate consideration is given to research methodology. Indeed research methodology itself, at least in the social and humane sciences, is a much neglected subject, and many research students setting out on their projects find that little or no help is given with research design. Some scholars assert that there is no need for such help, or even that it is undesirable. Without entering into this controversy, it is sufficient to say that both archivists and records managers are inevitably parts of the research activity of their country, and should therefore participate in that sector, as actively as possible. It is important that their training should not be quite divorced from that of the research students who are the research scholars and administrators of the future. They should know each other and know of each others research concerns and methods. The weight and detail of this course may depend on the amount of experience students may have had during their previous education. At the least, participation in regular seminars at which research projects and results are discussed, is desirable; but a more formal instruction in elements of research design and method would be desirable and probably beneficial to students outside the sister professions. The habit of participation should of course be continued after graduation, and should be built into the service; it is an aspect of user studies.

E. Practicals and special study

6.18 There has already been much discussion of the need for practical instruction at nearly all stages. Practical examples, if not projects, are desirable wherever there is a process involved, and this applies over the whole spectrum of training from paraprofessional courses upwards. The course itself is necessarily an academic one, with a concentration on the discussion of principles. An extended practical study, akin to a dissertation is often a very suitable completing element in a professional course. This would allow a student to study a topic, a problem, or an archive accumulation, or a system which particularly interests him, give it the kind of exhaustive study which is normally only possible in an academic situation, and report

on it in a form which is capable of external evaluation. The study of an aspect of administrative history would be very suitable. The careful construction of a descriptive inventory of a particular archive series, or the examination of a particular record-generating administrative system, are also examples of studies which could be undertaken within the time limits envisaged (perhaps the final three months of a twelve-month course, for instance) and which could be presented in a format comparable with a completed dissertation for a research degree. A similar but less elaborate study could be desirable in the case of paraprofessional courses, as a means of allowing further progress for the student up the professional ladder, as well as a practical test of the efficacy of his training in a work situation. At the upper levels progress to a higher degree might be possible by the same means.

F. The question of electives

6.19 One of the most serious problems of archival training is that there is likely to be a relatively small number of students and a relatively large number of subjects to be taught. A glance at the long list of topics mentioned above, most of which are essential, is sufficient to prove that. Consequently it is not recommended, in general, that there should be elective elements in the course. Many archival training schools in the developed countries avoid electives (though London does have a number of them) and indeed there is an advantage in ensuring that all practitioners in a country or region undergo a common training. Nevertheless there are subjects which would be suitable for elective courses, if the situation is right. Many of the examples which follow would also be suitable as common subjects with the sister professions.

6.19.1 Education: the use of archives in school education to illustrate and demonstrate their use as sources of information and to supplement traditional teaching materials is established in some countries, and since it demands the skills both of the archivist and of the school teacher, and perhaps also of the educational resource co-ordinator, this is a subject which does demand special training. Such training ought probably not to be confined to archivists but extended to educational staff, and it may be that this is a case where the training should be offered through the School of Education or teacher-training structure and that the archivists should participate both as instructors and as students. Museums and libraries would also be involved. This is not an enterprise which would be suitable for all countries.

6.19.2 Preservation: this highly technical area constitutes a whole discipline and a whole training area in itself, consideration of which has largely been excluded from the present guidelines. However there is a case for a rather more extensive training in conservation and repair management for certain

archivists (and possibly for certain members of the sister professions), which might cover such matters as the scientific basis of conservation, the design and management of a laboratory, training and supervision of technical staff, and the question of systems alternatives to the conservation of traditional materials. Some regions have a strong tradition of conservation and repair work, and in these cases this element should be more central.

6.19.3 Publication. The effectiveness of an archives service in its public setting may depend in the last resort on its ability to run a publications programme. Such a programme may well be designed in collaboration with a national plan in which other information professions participate. Publications may range over a wide field: systems descriptions or analyses, and other professional literature; inventories or indexes to archival sources which are useful in a disseminated form; calendars or extended texts of archival sources on a theme or as a contribution to the understanding of a problem, or as a means to multiple access. Methods of publication may also vary widely, from traditional text, through various informal methods, to microform publication. There is a strong case for a specialist course here.

6.19.4 Archives in special formats. There are specialised records and archives formats in virtually all situations: recorded discs or tapes, cinematograph film, photographs, etc. Many of these demand considerable specialised study In the late 20th century the problem of electronically recorded media is growing in importance, particularly with videotape and machine readable archives and records. Special techniques are needed for all stages of their treatment: survey, appraisal, description, preservation, access and use.

6.19.5 Oral evidence. The relative importance of this specialised field differs greatly from one region to another, but there are certainly some parts of the world in which the supplementation of written evidence by oral is vital. The techniques and problems of collecting this evidence should be studied as well as the techniques for storing and using it, and the management of a systematic oral evidence programme provides an overall context.

6.20 There are other subjects which might usefully form the basis of an elective course, or of advanced study. An alternative would be to offer specialised courses of this kind as in-service, technical or updating courses at particular intervals.

The advantage of this latter suggestion is that there should be a general assumption that continuing education is part of the professional ethic in the information professions. Some organised attempt to improve the standard or to update information in some particular practice should be on hand at all times.

VII. THE CONSTRUCTION OF A COURSE

7.1 Relative weighting of course components.

In the discussion so far little attention has been given to distinguishing the special features which may be required for the training of particular personnel. The basic needs of paraprofessionals are not the same as those of general professionals; there may be specialists within either group, and when it comes to the training of senior staff there is likely to be specialization. However, in general the view taken is that archives and records management training will be combined, that is that a course of basic training will be used to help prepare professionals (or paraprofessionals) who are to enter the profession or rise in it, through job opportunities which happen to present themselves. There is no comparable full range of job specializations which corresponds to the difference between the public library service and academic or special libraries, except that in some countries both archives administration and records management may develop as distinct specializations, especially in the private sector. Senior personnel will be recruited from the ranks of the professionals, and only exceptionally from other careers. Teachers of archive subjects will tend to develop specialist interests, particularly interests within fields using retrospective documentary evidence.

7.2 The method adopted is to divide the curriculum into a series of units or modules, and then to list these in combinations which might provide courses suitable to the needs of the various groups.

Notes (1) practical exercise to illustrate the subject

(2) practical exercise of a lengthier kind, or supervised period of practical work

(3) observation visit

Related courses

A. FOUNDATION COURSE

Elements of general education, if required, to supplement students' previous education.

Information studies

theory of communication

basic information science

the nature of source data and evidence: historiography

Information services and structures

C1 Publishing, libraries, documentation (3)

Records and archives services, history, present state and trends; definitions and professional ethics

B201

C4 Processing information media

Equipment; resource-sharing.

D3 The nature of research: aims and procedures.

B. PROFESSIONAL CORE SUBJECTS

1. Records management.

01 Design and organization of a records management programme

Range of responsibility over records (life cycle concept of records; other concepts)

B302 Relationships between operating departments, archives and records management service. (3)

02 Records creation

Methods of generating correspondence; use of staff and automation (word processing)

Administrative directives, circulars and instructions; writing technical manuals (1)

Design and use of forms (1)

Reports management (including text processing and creating management information systems for departmental executives) (1)

Mail management: the flow of inward, outward and internal documentation. (3)

03 Records maintenance and use

Filing classification systems (1)

C1 Management of filing systems (including the use of technica systems for recording, storage and retrieval of information, involving microforms, video recording, automated indexes etc). (3)

Filing equipment and supplies

Office machines, including copying machines, and control of supplies

Management of office space and equipment (3)

C1 Design and control of central microfilm services (which may be linked to a Vital Records Programme)

04 Records Disposal

Records surveys and scheduling for disposal/retention (2)

B201 Records Centre management (3)

Planning and administration; staffing; costing
Input of records (1)
Reference service (1)

05 Specialized areas

Paperwork quality control programmes

D1 Clerical work measurement

Source data automation

Automated and electronic data processing management
Micrographic system management
Documentation programmes

Training of departmental records officers and records staff

06 Programme evaluation

Surveys and evaluation of both departmental paperwork operations and of departmental records management programmes

Professional ethics and standards (RM)

2. Archives Administration.

01 Acquisition of archives

Elements of an acquisition policy; field surveys (1)

B104 Appraisal; interface with Records Management (2)

Negotiating transfers; deposits, gifts, purchase; access restrictions

Physical controls: accessioning, coding (1)

02 Preservation of archives

C3 Preliminary processing: fumigation, cleaning, boxing, numbering, labelling, shelving (1)

C8-9 Administrative control: location registers, shelf lists(1)

F4 Special problems of cartographic and audio-visual archives

03 Arrangement and description

Basic archival principles: provenance, registry order

C4 Finding aids programme: general and subject guides; inventories and lists; indexing (2)

04 Communication of archives

Research room administration and services: regulations, supervision, issue controls (1)

C7 Administration of restrictions on access and use

E Technical facilities for readers: microfilm educational and group access; counselling

C4 Publication and dissemination of data (reports, finding aids, documentary texts): methods (letterpress,

C1 microfilm, etc).

05 Professional ethics and standards

C6 Evaluation of services and programmes

Certification of practitioners and institutions

3. Interpretative sciences [as appropriate]

01 Palaeography of the country or region (2)

02 Diplomatic

Diplomatic of the early archives of the country

Diplomatic of colonial administration

B101 Modern diplomatic

03 Sigillography

D2 04 Early language studies

4. Administrative history [as appropriate]

E 01 Of national administration, law and institutions, record-keeping practices

02 Of colonial administration, law and institutions, record-keeping practices

03 Of regional administration, law and institutions, record-keeping practices

(regional studies may cross linguistic boundaries)

Related courses

C. COURSES IN COMMON WITH INFORMATION TRAINING

1. Reprographics.

A — Principles of printing, photography, xerography, photocopying (3)
B1 — Principles of microphotography; hardware; systems (3)
B204 — Technical innovations; COM and electronic typesetting (3)
Relationships with printing services; estimates and quotations proofreading; formats (3)

2. Exhibition.

Principles of advertising communication (3)
Techniques of display (2)

3. Preservation.

B202 — Principles of preservation; environment, paper, technical forms (microforms, magnetic tape, videotape etc) (3)

Environmental standards and control

Design, stocking and management of a preservation laboratory

Observation (and some practice at repair processes, manual or machine lamination, drying, guarding, boxing etc (2)

4. Information storage, retrieval and dissemination

Principles of information storage and retrieval;
Principles of cataloguing, classification and indexing
B203-4 — Principles of archival description
C10 — Principles of automated cataloguing and indexing (1)

Practical exercises: archival description with index (2)
study of controlled indexing language or thesaurus (2)

Selective dissemination of information; abstracting, user profiles; in-house bulletins (3)

5. Bibliography and sources of information

Reference and bibliographical services; manual literature searching (1)

Searching computer data base (1)

B302 — Survey of sources of information, documentation, audio-visual, institutional (3)

F5 — Oral sources; oral collections may be a major activity

6. User studies

User behaviour and needs (3)

B204-5 — User survey methods (1)

7. Legislation and regulation.

Comparative study and analysis of (a) archival legislation
(b) legislation covering information services
Organizational structures (library, archives, documentation) and their place in government and administration
Official and legal aspects of archives
Functions of legal deposit
Copyright
Freedom of information
B204 Data protection
Case law on evidence and records retention
Ownership, sale and deposit of archives; restrictions and compensation; tax relief on donations
Central and local repositories

8. Security.

B202 Manual and automated systems of surveillance
Laws of replevin and limitations
Safety legislation and precautions

9. Building design and environmental control.

B202 Specifications for archives and library buildings
Internal traffic flows: public, staff and repository areas
Environmental monitoring (1)
Storage equipment (shelving systems, containers etc).

10. Systems design and automation.

Principles of systems analysis; flowcharting (1)
Specifications for a manual system
Principles of automated systems; matching hardware and software
Trial of a small computerised system for listing, indexing or searching (2)
Handling machine-readable archives

D. COURSES IN COMMON WITH OTHER SECTORS

1. Management sciences

General principles; management by objective
Personnel management in relation to information staff recruitment, training and continuing education
B105 Data base management (manual and automated)
Principles of Organization and Method; cost-benefit analysis
Statistical methods and presentation
Budgeting and finance

2. Languages

Practical course in business usages of an international language
Sources of information and professional literature in this
B304 language (1)

3. Research methodology and environment

A Research design: setting up a subject; data capture techniques: evaluation of evidence; standards for writing up findings (1)
Research seminars; making a presentation; writing up proceedings (1)
Technical societies and journals; standards for articles, abstracts and indexes

E. SPECIAL STUDY OR DISSERTATION

To be completed on a records management problem, a series of archives, or an aspect of administrative history; to a given length and in a given time, and to conform with the regulations of the teaching institution.

F. ELECTIVES

1. The use of primary source material in education.

Selection of material; construction of teaching units, kits or projects; user education; classroom practicals; display

2. Preservation management

Principles and science of media conservation
Design and provisioning of laboratory
Laboratory staff management
Preservation policy; repairs policy; replacement of originals for use
Exhibition and display

3. Publications management

Planning, costing and financing a publications policy
Principles of editing
Alternative technologies
User demand and needs; feedback and evaluation

B202 4. Special formats of archives,

C5 (magnetic tape media: audio and electronic, cinematograph film, photographs, cartographic archives)
Survey, appraisal, description, preservation, use

A 5. Oral evidence

The nature of oral evidence
Collection, recording, transcription, indexing, publication
Critical evaluation; testing procedures

COURSE STRUCTURE FOR FIRST PROFESSIONAL QUALIFICATION

Admission from first degree

Course components — Main bias towards testing theory, examining problem areas, systems analysis and design
Practical exercises desirable in each module

A Foundation course minimal: virtually only initial orientation

		Practicals recommended
Module 1		
	B1 Records management	B104
Module 2		
	B2 Archives administration	B201 B203
Module 3		
	B3 Interpretative sciences	B301
	B4 Administrative history	E
Module 4		
	C1 Reprographics	C3
	C2 Display	
	C3 Conservation	
Module 5		
	C4 Information storage, retrieval and dissemination	
	C5 Bibliography and sources of information	C4
	C6 User studies	
Module 6		
	C7 Legislation	
	C8 Security	
	C9 Building design and environmental control	
Module 7		
	C10 Systems design and automation	C10
Module 8		
	D1 Management sciences	
Module 9		
	D3 Research methodology — Dissertation or special study (if applicable)	
	D2 Language (where applicable)	
	E Special study or task in records or archives management	

ELEMENTS OF SECOND PROFESSIONAL QUALIFICATION

Admission after five years experience in a professional post

Part 1 Advanced or further study in management sciences or research method

Part 2 Advanced or further study in professional subjects from B,C,E or F

Part 3 A dissertation or special study.

COURSE STRUCTURE FOR PARAPROFESSIONALS

This section should be read in conjunction with the study by A. Bousso and M. Le Moel.

Admission from school-leaving: for discussion see Chapter V

Some pre-entry experience as trainee desirable

Course components: main emphasis on description of processes; practicals in carrying out processes.

A. Foundation course — General education component expanded

		Practicals recommended
Module 1		
B1	Records management	B102 B104
Module 2		
B2	Archives Administration	B201 B202 B203 B204
Module 3		
B4	Outlines of administrative and national/regional history	
Module 4		
C1	Reprographics	C1-3
C2	Display	
C3	Conservation	
Module 5		
C4	Information storage, retrieval & dissemination	C4
C5	Bibliography and information sources	C5
Module 6		
C7	Security	C7
C10	Automation (where applicable)	
Module 7		
D2	Language	

VIII. SUMMARY GUIDELINES

8.1 General The introductory section of these Guidelines places them within the general context of international development in archives work; in particular, the RAMP programme and the movement towards harmonization of archives, library and information training. Their aim is to forward the training of entrants to both archives administration and records management, linked professional areas where there is a need for common training. The Guidelines deal with training at three levels: the professional, senior management, and the paraprofessional. The question of training for technical specialities is not dealt with.

8.1.2 Although there is a body of knowledge common to this professional area (which should be harmonized as far as possible with curricula for training librarians and information scientists), it is not possible to establish a single model which will be useful in all cicumstances. Archives and records management must remain rooted in local traditions and practices. An important common feature, however, is that they must always be user-oriented, and that their effectiveness may be measured by their service to users, and by their adaptability. A common training ought to be able to reconcile the two aspects of archives and records work: the dual orientation towards current or recent information supply, and towards historical study.

[Internal references are to the paragraph in the main text which provides discussion of the specific guideline]

8.2 INFRASTRUCTURES.

8.2.1 Level of Development. Before a new course of archival training can successfully be established in a country, there would need to be a general level of development, featuring the following elements:

- a modern system of government with coherent planning practices (2.1-2)
- a public education system producing potential recruits and a recognised career structure and expectation; public recognition of the nature of the job is also needed (2.2)
- a network of cultural institutions (libraries, museums, etc) and organised research activities (based in universities, specialised institutes, etc), and a number of large institutions generating records and exercising administrative practices (2.3)
- access to some common forms of technology (2.4)

8.2.2 Manpower planning. A more specific infrastructural requirement is that provision should be made for the development of information services in the general manpower plan, with the following features:

- a supply of candidates, principally at graduate level, from the public education system (2.5-6)

- a supply of recruits, at levels below that of university graduates, for paraprofessional posts, and for technical and craft specialities (2.6-7)

8.2.3 Aims and pedagogical strategies. The aim of the training is to produce self-reliant and self-critical practitioners. This demands strategies which

- promote student initiative in learning and discourage mechanical or rote learning (2.9)

8.2.4 Information services. Practical training in-house is a necessary component of information training. Existing information services should be able to provide:

- access to practising documentation centres (2.10)

- access to functioning library services (2.10)

- access to specialist technology (2.10)

- collaborative contact with professionals during practical training (2.11).

8.2.5 Status. The status of information professionals has an important influence on the effectiveness of their service. Training programmes should aim at ensuring that there will be:

- an appropriate career grade for archivists and other information workers (2.12)

- recruitment of well-motivated and high-calibre students, with a strong sense of service (2.12)

- training which is relevant, specialist and vocational (2.13).

8.2.6 Other features. Planning the siting, output and level of a training centre involves the following considerations:

- the possibility of some training in foreign countries, bringing knowledge of altlernative systems and international guidelines, recommended practices and standards (2.14-15)

- the value of developing indigenous training systems and staff (2.15)

- the need to give full academic accreditation to training which introduces new members to a profession linked with research, and to give advanced practitioners and teachers the chance to work for higher degrees (2.16)

8.2.7 Professional associations. The role of these associations may include:

- internationally, assistance in finding grants, bursaries and fellowships to support students and teachers(2.17)

- a share in planning and accreditation of the courses (2.18)

8.3 INSTITUTIONAL FACTORS

8.3.1 In terms of the institutional nature of the training school, the following are principal requirements:

- finance for capital and recurrent expenditure (3.1-2)

- buildings for three functions: teaching, technical work and support services (3.2)

8.3.2 Teaching rooms:

- design should be appropriate to the teaching method (probably informal) (3.3)

- capacity of rooms should be designed in view of the curriculum and student groupings arranged by it (3.4)

- physical atmosphere should be suitable (this may require air-conditioning and humidity control in the tropics) (3.4)

8.3.3 Technical rooms:

- preservation laboratory. If this is provided it should have a technical staff to support it as a base for teaching and research. A simple laboratory using local materials is possible (3.5)

- reprographics laboratory. Advanced equipment requires a higher environmental and technical standard (3.5)

- laboratories are resources that should be shared, and may support joint research and teaching (3.5)

8.3.4 Supporting accommodation:

- individual teaching staff offices (3.6)

- library facilities: (a) services - to provide these it will usually be necessary to integrate the specialist library with a larger service;
  (b) materials - a full collection of professional materials, maintained and updated (3.6)

- staff and student common rooms, usually best integrated into those of the larger campus (3.6)

- administrative offices, with access to equipment for making and storing teaching aids (3.6)

8.3.5 Other factors which should be considered:

- future technological development in
  (a) pedagogical technologies
  (b) informational and communication technologies, including access to computers and data processing
  (c) advanced reprography; xerography, photography, microforms (3.7)

- resource sharing with related departments or the larger institution may lead to better equipment and the benefits of intellectual interchange (3.8)

- the need to rely upon local materials and resources, both in the present and in forward planning (3.9)

- the provision of student accommodation, catering and subsistence and of financial provision for the support of research and higher studies may follow national systems (3.10-11).

8.3.6 Staff:

- staff/student ratio should not be less favourable than 1:12 , though this is not a useful statistic in planning archive schools (3.12)

- from one to three full-time staff members may be needed to provide teaching of professional subjects; teaching of other subjects demands access to additional staff time. Provision should be made for research, advanced study, and academic interchange (3.13)

- teachers of professional subjects need both qualifications and experience, and this may justify detaching a successful practitioner from his substantive work. Expatriate teachers are not usually a satisfactory alternative in the long term (3.14-15)

- recruiting and training an indigenous body of teachers of archival subjects should be a priority; the existing skills of practitioners in post could be drawn upon by offering part-time teaching (3.16-18)

- subjects additional to the professional subjects will normally be taught by employing teachers in kindred or allied departments (3.13,3.19)

- the teaching of administrative history presents a special difficulty in that it has to be researched and taught by archivists (and so how can the discipline be established initially?) (3.19)

8.3.7 Students:

- students may be full or part-time (3.20-21)

- part-time enrollment allows for better practical applications, including arrangements whereby students attend courses for part of the year and work the rest. (3.20)

- full-time enrollment has academic advantages (3.20-21)

- student numbers are determined by several factors: accommodation and resources; the availability of candidates; employment potential and underlying demand. Numbers may vary from the very small (say 6 students and 1 full-time teacher) to the very large (specialised national institute with student numbers in the hundreds). An initial practical target might be 5 students at professional and 20 at paraprofessional level (3.22)

- selection procedures should include tests of academic ability and achievement, and motivation. Responsibility for selection of students should rest with the school, rather than with employers (3.23)

8.3.8 Learning resources are particularly important as they allow a teaching method which is student-centred and does not depend on imparting information authoritatively. The main resources include:

- bookshop facilities (3.24)

- library facilities, including international technical and specialist materials (3.25)

- non-book materials (3.25)

- access to technical facilities such as computers (3.26-27)

- visits, demonstrations and models, involving active participation by professional staff in post (3.28-29).

8.4 EDUCATIONAL FACTORS

8.4.1 Objectives; planning a training programme:

- a survey to establish manpower requirements in the context of the development of information services (4.1)

- planning which aims to provide professionals who are user-oriented and open to resource-sharing and innovation (4.2-3)

- a concept of the function of a training school which regards it as a centre of development, with research, outreach, updating and continuing education programmes (4.4)

8.4.2 Target groups. The levels of entry and output, and the type of training offered need also to be planned. The following are important considerations:

- the general aim, to provide staff for archives and records management and technical services; provision for the main body of professionals, supported by paraprofessionals, providing the basis for directorial staff (4.5)

- career structures to assimilate graduates of the training scheme (4.6)

- initially, training should aim at producing professionals who can undertake early responsibility (4.7-8)

8.5 ENTRANCE LEVELS

8.5.1 Training courses should be provided for all appropriate levels of entrant: professional, managerial, paraprofessional:

- courses at each level should be complete in themselves, aiming at producing effective operational staff (5.1-2)

8.5.2 Professional courses:

- initial entry requirement should be a first degree (5.3)
- the standard of the training course should be a master's degree (5.3)
- the standard of entrant should be appropriate to the standing of the course (5.4)
- the length of the course should be about one year (5.5)
- the quality of teaching should be appropriate to a postgraduate course (5.6)
- motivation is the principal factor in selecting entrants (5.7)
- experience in retrospective documentary research is a desirable feature in candidates' first degree (5.7)
- validation of the qualification given should be accepted by academic, professional and employing organisations (5.8)

8.5.3 Higher grades:

- directorial personnel deal with professional duties but in relation to strategic planning, overall management and external relations (5.9)
- skills required are those of management and specialist knowledge in professional fields (5.10)
- the main requirement for selection of candidates is leadership ability (5.11)

8.5.4 Continuing education:

- regular updating and recycling courses suitable to all levels (5.12)

8.5.5 Training of teachers:

- there should be training in teaching methods and technology (5.13)
- experienced and effective professionals should be posted to teaching posts wherever possible (5.13)

- training is a function of every professional service (5.13)

8.5.6 Paraprofessionals

- entrants should be of high quality (5.14-15)
- the number of trainees should correspond closely with actual job opportunities (5.15)
- there should be opportunities for paraprofessionals to rise in their career with further study (5.16)
- the course should be practically-based and contain an element of general education (5.17-18).

8.6 SCOPE AND RANGE OF CURRICULUM

8.6.1 Archives and records management are practical operations based upon a knowledge of theory. Courses should be characterised by:

- academic status and orientation (6.2)
- strong practical elements at all stages in the course (6.2-3)
- a good mix of academic and practical teaching with mutual reinforcement (6.2-3)
- practical training in records management (6.4)

8.6.2 Local curriculum development. Archives services are rooted in the administrative methods of their country. There can be no generally applicable model of training for it. Curriculum must be developed locally, and take account of:

- the nature of the archives services, their materials and needs (6.5)
- the interests and capabilities of teaching staff (6.5)
- the advice of practising archivists (6.5)
- the nature of the practical training possible (6.5)

8.6.3 The scope, range and structure of courses. Archival training has to be harmonized with two different areas of study:

- library and information science and parallel training courses in information work (Ssystems studies) (6.6-7)

- user interests and disciplines, studies arising from the content of the archives served (subject studies) (6.7-8)

8.6.4 The structure of the course must reflect this by making the following provision:

- professional core subjects
  - records management
  - archives management
  - interpretative sciences and skills
  - administrative history (6.9,6.11-15)

- courses in common with other information training
  - reprographics
  - exhibition
  - preservation and restoration
  - information storage, retrieval & dissemination
  - bibliography & sources of information
  - user studies
  - legislation
  - security
  - building design and environmental control
  - systems design & automation (6.9,6.16)

- courses in common with other sectors
  - management sciences; statistics
  - languages
  - research methodology & environment (6.9,6.17)

- additional fields:
  - general foundation courses (6.10)
  - practicals and special study (6.18)
  - electives:
    - education
    - preservation
    - publication
    - special formats
    - oral evidence (6.9,6.19)

8.6.5 Other courses should include:

- in-service, technical and updating courses (6.20)

- continuing education (6.20)

8.7 CONSTRUCTION OF A COURSE

8.7.1 Course design should:

- give a full range of training at appopriate levels to professional, directorial and paraprofessional entrants (7.1)

- give a common basic training to all entrants despite specialisation in the career structures (7.1)

8.7.2 The model curriculum is divided into modules:

- first professional qualification:

records management	1 module
archives administration	1 module
interpretative sciences and administrative history	1 module
courses in common with sister professions	4 modules
courses in common with other sectors / special study or task	2 modules

- second (advanced) professional qualification: this course is not modular:
  management sciences
  a professional speciality to doctorate level

- paraprofessional courses

general foundation	
records management	1 module
archives administration	1 module
administrative/national history	1 module
courses in common with sister professions	3 modules
language	1 module.

IX SELECT BIBLIOGRAPHY

Items for inclusion here are chosen for their relevance to
(a) the planning and construction of a curriculum for archive administration and records management; and
(b) for their direct value in putting together teaching programmes.
No attempt has been made to list items for their general relevance to archives and records management studies.
Only recent materials are included, virtually nothing before 1970 and little before 1975.

The bibliography is arranged as follows:

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B. Principles and problems of archival training

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